

Loreto Mandeville Hall Toorak

Annual Community Report

School Registration Number 1226



LORETO
Mandeville Hall Toorak

2025

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Minimum Standards Attestation

I, Angela O'Dwyer, attest that Loreto Mandeville Hall Toorak is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 15 May 2026

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](https://www.acnc.gov.au) at www.acnc.gov.au

About this report

Loreto Mandeville Hall Toorak is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the My School website.

Governing Authority Report

Loreto Toorak continued with strength across all areas in 2025. Of note the School introduced the Loreto Toorak Strategic Plan 2025 & Beyond. The new Plan outlines a framework that upholds our Loreto values and builds upon them in a way that is contemporary, forward looking and relevant to the lives of students who will become our graduates. The pillars of this plan include: Faith and Values- remaining faithful to our foundations; Environment for Thriving- creating a culture and environment in which individuals will flourish; Excellence in Teaching & Learning- to provide outstanding teaching and learning opportunities which will build individual capacity, enabling growth and achievement; Community & Engagement- building upon the strength and connectedness of our community; Sustainability & Stewardship- being true stewards of our future.

Supporting the School to enable this plan I am grateful for the support of my fellow Board Directors and Sub-Committee Members. In 2025 we farewelled a retiring Director but welcomed two new Directors bringing further expertise in the areas of property and education to the Board skill matrix. The School is well governed and compliant across all areas; in 2025 we finalised a VCEA 'Governance & Not for Profit Standards Ministerial Order 1359 Child Safe Standards' Audit, and in 2026 the School will undertake a VCEA (VRQA) review against 'Minimum Standards and Requirements for School Registration and Child Safety standards (Ministerial Order 1359)'. Child safeguarding is a priority for the School with it listed as a standing report on the Principal's Regular Board Report.

The School is in sound financial health, with the annual Financial Audit reporting proper financial controls and accountability. Current, and future enrolment data projects stability in what is a challenging demographic landscape. With careful cost management and prudent stewardship of resources, sustainability of the School is ensured.

At a school level, excellence in teaching and learning remains a priority. The 2025 VCE results were once again outstanding; however, they are only one facet of a Loreto Toorak education. The School's mission is to nurture both intellectual curiosity and compassionate leadership in every student, and we celebrate the diverse individual achievements of all students.

None of this could be achieved without the strong leadership of Principal Angela ODwyer, and the School's Executive Leaders. The Board are grateful for the professionalism and commitment of the staff at Loreto Toorak, which allows each student to grow and flourish in all dimensions of their education.

Vision and Mission

Loreto Toorak is one of Victoria's most respected independent girls' schools, educating 1,200 students from Preparatory to Year 12. Consistently recognised for outstanding VCE results, it holds the distinct position as the state's leading Catholic girls' school – where academic excellence and purposeful education go hand in hand.

Every girl arrives at Loreto Toorak with potential. A Loreto education gives her something rarer – not a prescribed path, but an internal compass. An individual orientation built through years of challenge, mentorship, and genuine formation. Uniquely her own.

We educate young women who are well-informed and able to thrive in a fast-paced world; young women who are ready to actively shape a positive future at local, national, and global scales. Holistic academic, cultural, sporting, and pastoral programs work together to ensure each student is known, challenged, and ready to thrive.

Grounded in the enduring ethos and values of the Loreto Sisters Foundress, Mary Ward, Loreto Toorak helps her potential find direction. The moral clarity to stand for something. The intellectual courage to think through things. The confidence to know who she is, and for what she stands. The self-awareness to choose her own path and the conviction to follow it, with passions that inspire her, a community beside her, and a deep sense of joy to guide the way.

This vision is sustained by a vibrant and inclusive School community, comprised of students, staff, current and past parents, alumni, and broader friends and partners of the school. The strength of the Loreto community ensures lifelong connections and a shared commitment to making a positive difference in the world.



School Overview

Founded by the Institute of the Blessed Virgin Mary (IBVM), also known as the Loreto Sisters, now a part of the Congregation of Jesus, Loreto Toorak is a Catholic independent girls' school for girls shaped by a tradition of educating girls for over 400 years. Since acquiring the historic Mandeville Hall in 1924, the school has grown into a contemporary learning community where tradition and purpose come together.

Today, Loreto Toorak educates over 1,200 girls from Preparatory to Year 12, and forms part of a local and global network of Loreto schools, including seven across Australia. United by Foundress Mary Ward's vision, Loreto schools share a commitment to nurture each student.

Our values of Freedom, Justice, Sincerity, Verity and Felicity inform every aspect of school life. They reflect Mary Ward's belief in nurturing faith in God, oneself, and in life. Through these values, Loreto Toorak fosters a mutual respect and deep understanding of the individual, and compassion for the broader community.

Each student is supported to grow and develop in an environment that values social conscience, sincerity, integrity, and optimism. From distinctive social justice initiatives to our comprehensive co-curricular program, and our highly acclaimed academic excellence and beyond, Loreto Toorak students thrive in a holistic environment grounded in care, challenge, and opportunity.

Academic excellence remains integral to the education of heart and mind. Our students consistently achieve outstanding VCE results and tertiary entrance scores. Differentiated education support is provided for students with individual needs. We offer a wide range of electives from preparatory and onwards, including languages, Theatre Studies, STEM and micro-credentialing opportunities, and approximately 35 VCE subjects for Years 11 and 12. Our vision is supported by a vibrant and inclusive School community, including parents, past pupils, and our wider networks.

Principal's Report

Angela O'Dywer

At Loreto Toorak in 2025 we focused on celebrating both the past, present, and our future; whilst acknowledging 150 years of Loreto education in Australia, we were also looking to the future with the launch of a renewed strategic plan Loreto Mandeville Hall Toorak- Strategy 2025 and Beyond.

And as we learnt more about the extraordinary legacy established in Ballarat in 1875 under the leadership of M. Gonzaga Barry, we recognise that the five Pillars underpinning the Loreto Toorak 2025 Strategic Plan, would not be dissimilar to the vision of those founding Sisters.

Starting in our first school in Ballarat, and now across seven schools Australia wide, a Loreto education continues to demonstrate those same foundational values and aspiration: encompassing the Mary Ward charism and remaining true to our Catholic identity. At Loreto Toorak, as presented in the refreshed Strategic plan, we continue to provide an environment for thriving, promote excellence in teaching and learning; value our community engagement; and maintain sustainable stewardship of our resources.

The School was pleased with the 2025 VCE results and positive media coverage that acknowledged Loreto Mandeville Hall as the top Catholic School in Victoria, and a leading Independent Girls' School. Importantly, Loreto Toorak results are genuine and authentic; we are an open entry school, which does not encourage students to leave at end of Year 10 or push an unscored VCE pathway. These results are a true reflection of hardworking, aspirational students, supported by committed and highly competent teachers.

A major undertaking for the School in 2025 was a restructure within the Advancement Office, undertaking change within the Marketing, Communication and Engagement Departments. In an increasingly competitive enrolment market, the challenge will be to elevate Loreto Toorak's position in market through an integrated marketing approach encompassing renewed brand storytelling, advertising campaigns, public relations, organic content, and targeted customer journeys. Similarly, the Engagement Office sought opportunity to foster a broader, national and international, community, and alumnae connection. An inaugural 'Loreto Global Voices' event hosted in London in October 2025 representing six Australian Loreto Schools, was extraordinarily successful in terms of attendance and networking.

At the conclusion of 2025, the current Catholic Education Multi-Enterprise Agreement (2022) expired. The Victorian Catholic Education Authority (VCEA) on behalf of Catholic school employers and the Independent Education Union (IEU) have been in discussions with respect to a new agreement. While a new agreement was not reached by the end of 2025, Loreto Toorak continues to support a timely and positive bargaining outcome for all Catholic education staff. It is hoped a new agreement will be reached in 2026.

As we close this milestone year, we look forward with anticipation of what the future holds. The legacy of 150 years of Loreto education is not only something to celebrate, but also a call to continue shaping young people who are compassionate, courageous, and committed to making a difference.

Catholic Identity and Mission

Goals and Intended Outcomes

In 2025 Loreto Toorak celebrated the sesquicentenary of the arrival of the Loreto Sisters in Australia from Ireland. Mother Gonzaga Barry opened the first Loreto school in Australia in Ballarat in 1875 and from this foundation a national network of Catholic schools dedicated to the excellent education of girls grew.

Drawing upon the Loreto Schools of Australia Mission Statement; we “aim 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”. Therefore, at Loreto Toorak we seek to form young women who are faith filled, well-educated and able to enter the world as ‘seekers of truth and doers of justice’.

Our educational approach is underpinned by the key values of Loreto education; those of Felicity, Freedom, Justice, Sincerity and Verity. These values which are drawn from the gospel example of Jesus and the tradition of our foundress Mary Ward, are given animation each day in our language, leadership and living. In 2025 our Loreto focus value was ‘Verity’, calling to mind the centrality of the understanding of and commitment to truth in our faith tradition.



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. This commitment was maintained during 2025.

Social justice initiatives and activities were conducted to support local community programs such as Very Special Kids, the ASRC, Fight MND, Friday Night School, Sacred Heart Mission and St Mary's House of Welcome; Catholic agencies such as Caritas, and importantly the work of Mary Ward International are our primary area of financial support. In 2025 over \$55,000 was raised by students for Mary Ward International.

Students and staff are engaged in the mission, justice and ecological opportunities offered to them at the School and along with students are formed in the key principles of Catholic Social Teaching.

The liturgical and faith life of our School is witnessed in many ways, including in annual whole school Masses. Regular weekend Masses are held with families for various year levels and to acknowledge both Mothers and Fathers Day. The sacraments of Reconciliation and

Eucharist are celebrated with our junior school students. Staff and student retreat days were held throughout the 2025 school year.

Value Added

Loreto Toorak continued to promote and give witness to the Catholic and Loreto foundation of the School. We continued 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; and a deepening of an awareness of the responsibility of each student to contribute to the building of a world where each living creature is valued through the lens of a truly 'integral ecology' and as members of 'our common home'.



Learning and Teaching

Goals and Intended Outcomes

In 2025, Loreto Mandeville Hall Toorak continued its commitment to holistic education inspired by the Loreto charism. Guided by Strategy 2025 and Beyond and the 2025 Annual Action Plan, the School strengthened teacher capacity and improved coherence in teaching and learning. Priorities included consistent Mathematics instruction through effective planning and differentiation, continued development of shared learning behaviours, and the design of a whole-school learning and teaching framework aligned to Victorian Curriculum 2.0.

Achievements

Provision for high-ability students was strengthened through targeted Mathematics enrichment in Years 7–8 and participation in competitions. Learning behaviours were further embedded by extending structured feedback into Years 11–12 to support consistent expectations, reflection and engagement. Curriculum development was consolidated through completion of 2025 curriculum maps at learning-area and whole-school levels, aligned to Victorian Curriculum 2.0.

Student Learning Outcomes

Loreto Mandeville Hall Toorak supports every girl to discover her talents and learn with courage, excellence and resilience. In 2025, the School achieved strong VCE outcomes across a wide range of studies, including seventeen subjects with median study scores of 36 or above, reinforcing Loreto's reputation as the highest-performing Catholic school in Victoria.

The VCAA VCE Data Report also indicated Loreto students achieved higher-than-predicted study scores (relative to GAT performance) across many subjects. Excellence was recognised through five students selected for the VCE Season of Excellence (Top Arts) and two works selected for the Museum of Australian Photography's Top Shots exhibition.

VCE Results Summary 2025

- Median study score:36; highest-performing Catholicschool in Victoria (2025)
- Median ATAR: 90.13; Dux ATAR: 99.25
- 12.67% achieved ATAR 98+; 30% achieved ATAR 95+; 52% achieved ATAR 90+
- 7 perfect study scores across 6 subjects (Art Making and Exhibiting; English; Health and Human Development; Legal Studies; Physical Education; Psychology)

Loreto Toorak's 2025 NAPLAN results remained strong across literacy and numeracy, with mean scale scores above Victorian and national means and many students in the Strong and Exceeding bands. Results reflect targeted Learning Diversity supports, including the Mandeville Learning Centre reading program and a sustained focus on rich texts and extended writing.



NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	484	73%	486	80%
	Year 5	526	80%	543	85%
	Year 7	601	91%	597	90%
	Year 9	621	84%	627	87%
Numeracy	Year 3	453	83%	451	85%
	Year 5	532	88%	533	88%
	Year 7	588	91%	586	90%
	Year 9	620	91%	620	90%
Reading	Year 3	461	87%	480	92%
	Year 5	527	89%	543	93%
	Year 7	591	96%	586	93%
	Year 9	626	93%	626	92%
Spelling	Year 3	440	77%	445	82%
	Year 5	498	69%	512	77%
	Year 7	572	91%	566	88%
	Year 9	600	89%	597	89%
Writing	Year 3	472	100%	473	98%
	Year 5	530	92%	534	93%
	Year 7	604	93%	598	92%
	Year 9	637	92%	636	92%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	36
VCE VM Completion Rate	*
VCE VM Completion Rate	*
VPC Completion Rate	*

*Data not reported for 2025 due to insufficient data i.e. less than 4 student enrolments for VCE/VCE VM/VPC or none of the students in a school received study scores.

Post-School Destinations as at 2025	
Tertiary study	93%
TAFE / VET	2%
Apprenticeship / Traineeship	0%
Deferred	5%
Employment	0%
Other - The category of Other includes both students 'Looking for Work' and those classed as 'Other'	0%

Learning and Teaching

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.

Achievements

The School continued to strengthen a comprehensive, whole-school approach to student wellbeing and engagement in 2025, underpinned by the EMPOWERframework and informed by ongoing wellbeing data. This approach promotes connection, inclusion and positive learning behaviours, supported by strong pastoral structures and multidisciplinary care.

Student outcomes remain strong, with wellbeing data indicating high levels of engagement, connectedness and resilience. This work is further enhanced by embedded child safety practices, ensuring that student voice, safety and empowerment are central to all wellbeing initiatives.

The School has taken a proactive approach to supporting students in the effective and ethical use of technology. As part of this approach, alongside our 'phone free 8-3' students in Years 4 to 7 were required to place their mobile phones in a secure locker for the duration of the school day. In addition, the School conducted a series of information sessions for students and provided guidance for parents.



Value Added

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

- The School has taken a proactive implementation of a whole-school wellbeing approach integrating pastoral care, curriculum and co-curricular opportunities.
- Camps, retreats, inter-house, homeroom activities and whole-school events to strengthen belonging and connection.
- Peer support structures, including mentoring programs such as School TV Peer Support program.
- 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.
- Delivery of structured wellbeing curriculum through the EMPOWER framework, supporting emotional literacy, metacognition and self-reflection.
- External programs and presentations including study skills and personal development.
- Wellbeing program embedding Loreto values and respectful relationships education drawing upon the 4R's curriculum.
- Targeted sessions addressing resilience, cyber safety, and personal growth.
- Multidisciplinary support including school psychologists and nurses.
- Individualised learning and health plans to support diverse student needs.
- Student leadership opportunities including School Councillors and SRC/SLC participation.
- Collaboration with external experts to support wellbeing data analysis and program development.
- Ongoing review of child safety policies and risk register aligned with Child Safe Standards.
- Structured governance and reporting processes through Leadership, Risk and Compliance, and the School Board.
- Human Resources implement child safe practices through rigorous recruitment processes, including screening, reference checks and verification of qualifications and Working with Children requirements prior to and during employment.
- Age-appropriate education programs, including consent and personal safety presentations.
- Multiple student reporting pathways, including anonymous reporting.
- Individualised support programs, LSO classroom support and inclusive practices ensuring participation for all students.
- Transition and orientation programs supporting student belonging and engagement.
- Parent education sessions and communication regarding student wellbeing and online safety.
- Accessible Child Safe Policies and community engagement in their review.

Student Satisfaction

Student feedback collected from Resilient Youth Australia survey data showed that students 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, 2025 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.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	100

Average Student Attendance Rate by Year Level	
Y01	91.57
Y02	93.16
Y03	93.72
Y04	91.03
Y05	93.51
Y06	90.82
Y07	92.42
Y08	90.76
Y09	90.36
Y10	90.42
Overall average attendance	91.78



Leadership and Management

Goals and Intended Outcomes

Our Strategic goals uphold our Loreto values and build on them in a way that is contemporary, forward-looking and relevant to the lives of the students who will become our graduates. This year we focused on our Loreto value of Verity, supported by the tagline of “being faithful to grace” - in light of our celebrations of 150 years of Loreto Education in Australia.

Our School Leadership has remained stable across the year with transparent and robust governance structures supporting our School Board and Committees to achieve key performance indicators. Accountability measures, both internal and externally benchmarked by governing bodies, support our continuous reflection and evaluation at all levels of the School.

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

List Professional Learning undertaken in 2025	
At Loreto Toorak, we recognise that professional learning is pivotal to achieving the best outcomes for our students and, as a school community, we are firmly committed to fostering the continued growth and professional advancement of all staff. In 2025, our staff engaged in a variety of professional learning experiences to expand their expertise and to ensure we could achieve the goals of key pillars in our Strategic Plan – including Excellence in Teaching & Learning and an Environment for Thriving. Through ongoing development, our staff remains dedicated to exploring new and innovative pedagogical and curriculum approaches whilst ensuring we uphold best practices with new technologies. From staff completing Masters’ studies, to participation in wide-ranging inhouse Professional Learning, through to strategic and targeted engagements with professional networks, our staff have continued to enhance purposeful professional connection and to directly contributing to the academic achievement and personal growth of our students.	
Number of teachers who participated in PL in 2025	259
Average expenditure per teacher for PL	\$360.00

Teacher Satisfaction

We are proud of our deeply committed academic staff who motivate and engage our students each day, aligning with the School's goal to provide outstanding teaching and learning opportunities, which build individual capacity enabling growth and achievement.

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 with a commitment to our Staff Wellbeing Framework. The core pillars of this Framework are founded on respect, connection, community and supporting growth and development.

Teacher Qualifications	
Doctorate	4
Masters	60
Graduate	10
Graduate Certificate	33
Bachelor Degree	47
Advanced Diploma	2
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	11
Teaching Staff (Headcount)	151
Teaching Staff (FTE)	135.61
Non-Teaching Staff (Headcount)	108
Non-Teaching Staff (FTE)	91.05
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals and Intended Outcomes

Loreto Toorak provides a Catholic education grounded in the tradition of Mary Ward, committed to liberating, empowering and inspiring young women to use their individual gifts with confidence, creativity and generosity in responsible service to others. Guided by the five core Loreto values of Freedom, Justice, Sincerity, Verity and Felicity, the School's mission informs all governance, leadership and educational decision-making, with students at the centre of every endeavour. Supported by the Stakeholder Engagement Framework and Community Charter, Loreto Toorak fosters a safe, inclusive and values-led learning environment, underpinned by shared expectations for respectful relationships and community engagement.

Loreto Toorak's strategic direction is shaped by the Loreto Toorak Strategic Plan, which provides a long-term vision and sets priorities to guide school improvement and future growth. This Strategic Plan is enacted through the School Improvement Plan, identifying key areas for development and establishing clear, measurable goals aligned to student learning, wellbeing and community engagement. Each year, the Annual Action Plan translates these priorities into focused, time-bound actions, ensuring strategic intent is reflected in day-to-day practice and measurable outcomes. Together, these instruments provide clarity of purpose, alignment of effort and a shared focus for the School community.

Achievements

Governance

Loreto Toorak is guided by a School Board and a range of sub-committees that meet regularly to provide strategic oversight and sound governance. The living charism of Mary Ward, carried forward by the Loreto Sisters, enriches this structure and connects the School to a global Loreto community grounded in faith, wisdom and service, informing discernment and decision-making at every level.

Staff

Staff play a vital role in shaping the culture and life of the School. Throughout the year, staff engaged in professional learning, spiritual formation, wellbeing initiatives and community-building opportunities, including retreats, liturgies, policy briefings and collegial activities. Ongoing consultation and dialogue support staff voice, collaboration and a positive professional culture.

Current Students

Students remain at the heart of Loreto Toorak. Through strong pastoral care and formation programs, students are supported to engage deeply with Loreto values, tradition and social justice. High-quality teaching and learning is complemented by a rich co-curricular program that encourages connection, leadership and service. Student voice informs school improvement through feedback mechanisms, including exit surveys and engagement across communication channels.

Current Parents

Parents are valued partners in their daughters' education and are encouraged to engage with the School in meaningful and diverse ways. Opportunities include social events, liturgies, prayer services and educational forums. Many parents also contribute through advisory groups, research initiatives and governance-related participation. Communication with families occurs through multiple platforms, including eBulletins, the parent portal and publications, ensuring transparency, clarity and ongoing dialogue.

Alumni and Past Parents

Loreto Toorak Alumni remain an integral part of the School community, maintaining strong connections through reunions, publications, events and digital platforms. Many return as mentors, volunteers or staff, supporting current students and past pupils. Past parents also remain connected through events and regular communication, contributing advocacy, generosity and financial support that continues to enrich the life of the School.

Future Students and Families

Prospective students and families are welcomed through clear, supportive enrolment processes, including School Tours, transition programs and publications. Digital platforms, including social media, further strengthen engagement, with feedback gathered through research initiatives informing future planning and continuous improvement.

Donors and Other Groups

Loreto Toorak values and nurtures strong relationships with donors, alumni, families and external partners, recognising their vital contribution to the life and future of the School. Donors are acknowledged with gratitude through personalised communication and invitations to key events, with bequestors recognised through membership of the Silk Circle.

The School maintains active partnerships with external organisations, particularly within social justice and community support sectors, enriching learning beyond the classroom and strengthening engagement with service and advocacy. A vibrant calendar of community events, supported by the Parents' Committee, fostered connection and participation, with several events focused on fundraising. Special occasions, reunions and liturgical celebrations further strengthened connection across generations.

Parent Satisfaction

Loreto Toorak actively fosters strong partnerships with parents through a wide range of engagement, consultation and feedback opportunities. Parent voice is sought through post-event surveys, whole-school and targeted surveys, formal consultation processes, community evenings, parent seminars and Parents' Committee meetings. Parents are also encouraged to engage directly with teachers and members of the Leadership Team through in-person and online Parent-Teacher Interviews and meetings. These accessible and purposeful pathways ensure parent perspectives are heard, valued and meaningfully contribute to the ongoing growth and improvement of the School.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.loretotoorak.vic.edu.au



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