LOYOLA COLLEGE

LOYOLA COLLEGE
WATSONIA

2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY
LOYOLA COLLEGE

Registered School Number: 1810
LOYOLA COLLEGE CONTACT DETAILS

Address: 325 Grimshaw Street, Watsonia, Victoria 3087

Principal: Mr Joseph Favrin

President Canonical Administrators: Fr Steven Rigo PP

College Board Chair: Mrs Helen Jowett

Telephone: 03 9434 4466

Email: office@loyola.vic.edu.au

Website: www.loyola.vic.edu.au

Minimum Standards Attestation

I, Joseph Favrin, attest that Loyola College, Watsonia, is 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 2007 (Vic), except where the College has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth).

17 May 2016

This Report is distributed to members of the College community and available on the College website
Dear Parents, Guardians & Friends,
It is with pleasure that I present this Annual Report of the 2015 College Year. Over the past thirty six years, Loyola College has developed a great reputation of actively engaging families and the community in the learning experience of our students. Accordingly, we are committed to regularly sharing aspects of our school performance with families and the community via the Ignatian newsletter, the annual Conversation magazine, the bi-annual LEXSA Companion magazine, the College website, parent information evenings, student reports and parent-student-teacher Academic Conversations. Our College continues to be committed to fulfilling its Vision and Mission Statement and is well placed in the implementation of the 2nd year of our Strategic Plan 2015-2018.

In recent years, the Australian and Victorian Governments have articulated specific areas of school life about which we are required to report to the community. In light of these requirements and with a commitment to providing information about a number of important College statistics, I am pleased to present this report to our families and the community. This information is also available on our website at www.loyola.vic.edu.au.

Yours sincerely,

Joseph Favrin,
Principal
Loyola College was established in 1980 as a Catholic co-educational secondary College conducted on behalf of seven parishes of the Diamond Valley Deanery serving the needs of students in the north eastern suburbs of Melbourne on land adjacent to the former Jesuit Seminary known as Loyola.

At Loyola College, our Vision and Mission Statement proclaims:

“Loyola, as a Catholic co-educational College in the Ignatian tradition, seeks the education of the whole person and strives to ensure that each student achieves his or her unique potential.

We aspire to develop articulate, adaptable, discerning and confident young men and women of conscience committed to living the values of Jesus Christ in a global community.

As a community we recognize that this is best achieved in a welcoming and collaborative environment committed to Justice, Mercy and Faith.”

This Mission and Vision Statement underpins all we do at Loyola College and accordingly the promotion of the human person to “live life to the full” (John 10:10) is the means by which we measure the effectiveness of all our activities and programs.
Section Two ~ Professional Engagement

2.1 Staff Attendance
At the commencement of the 2015 academic year, the College employed a total of 164 staff members. Of this number, 95 were teaching staff, including 6 staff in principal class and 49 staff holding senior leadership positions, and 69 were non-teaching support staff, including five staff holding senior leadership positions.

The attendance rate for staff in 2015 was 93%. This takes into account replacement teachers employed to cover teachers on various types of leave, including long service leave, extended sick leave, maternity leave, leave without pay, study and enrichment leave.

Our Loyola College Community is extremely pleased with this high level of attendance given the College’s extensive co-curricular program, including camps, excursions, House activities and musical and dramatic productions that our staff members conduct, often outside scheduled classes.

These fantastic statistics are evidence that we have a highly professional and dedicated team of staff members which does an outstanding job in engaging our students both within the classroom and within the community.

2.2 Staff Retention
At the completion of the 2015 academic year, 7 members of our permanent teaching staff and 1 member of our permanent educational support staff moved to new positions or retired.

During the 2015 academic year, 6 staff members were granted either maternity or long service leave.

These statistics indicate that during 2015, there was a turnover of 4.8% of our permanent staff, which clearly indicates that there is very strong continuity from 2014 through to 2015. This is a statistic that we are extremely proud of.

We pride ourselves on these outstanding results and we are constantly ensuring the College has a mix of experienced and new teachers from a variety of other educational settings or recently emerging from tertiary institutions. We believe these retention rates are of the highest standard.

2.3 Staff Qualifications
At Loyola College, teaching staff are fully qualified and registered to teach with the Victorian Institute of Teaching (VIT).

We are fortunate to have members of staff who are extremely well-qualified in undertaking their teaching, administrative and leadership roles, having obtained one or more Bachelor degrees.

Many of our teaching staff have additional formal qualifications or are currently completing studies in particular areas:
- Doctorate Studies ~ 1% of staff members;
- Masters Studies ~ 24% of staff members;
- Graduate Diploma & Certificate Studies ~ 64% of staff members;
- Degree Studies ~ 92% of staff members;
- Advanced Diploma Studies ~ 17% of staff members.
2.4 Expenditure and Participation in Professional Learning
At Loyola College, we greatly value the ongoing professional learning of all our staff. Building staff efficacy is a major focus where we continue to strive as both a staff and as individuals to build our skill in all areas of School Improvement.

All staff members were involved in an extensive program of professional learning activities in the key areas of education in faith, learning and teaching, student wellbeing, leadership and management, and community development. These activities were both externally-sourced and school-based, conducted with the whole staff as well as in year level, vertical pastoral care, curriculum, faculty and activity-based teams. A 2 day retreat was conducted where our focus was Ignatian Spirituality and Positive Psychology through an Ignatian Lens. This was a wonderful opportunity for our staff to learn, share and grow.

During 2015, 11 school days were dedicated to professional learning which specifically related to various aspects of the College’s Strategic Plan. In addition, professional learning teams met weekly. Our teachers and educational support staff have undertaken professional learning activities beyond the College for a total of 346 days. This includes professional learning undertaken on weekends and after-school hours. The total cost dedicated to Professional Learning was $70,614 in addition to the school based professional learning activities. We all so have a strong focus on ensuring that our new staff are part of a strong Induction program that will support them as they move forward as a Loyola College staff member. A number of staff members also participated in individual self-funded and Catholic Education Office Melbourne sponsored study programs.

Section Three ~ Key Student Outcomes

3.1 Student Attendance
As is the case every year, Loyola College carefully monitored student attendance and punctuality for its 1350 students and provided advice to parents and guardians on a daily basis via the parent portal and term by term via school reports.

At Years 7 to 10 the following levels of attendance were achieved:
- Year 7 ~ 95% average daily student attendance rate;
- Year 8 ~ 95% average daily student attendance rate;
- Year 9 ~ 95% average daily student attendance rate;
- Year 10 ~ 95% average daily student attendance rate.

The average daily student attendance rate at Loyola College was 95%, which is well above the Victorian State average and indicates.

3.2 Proportion of students meeting the National Minimum Standard
In 2015 our Years 7 and 9 students were assessed by the National Assessment Program ~ Literacy and Numeracy (NAPLAN). The following tables indicate the percentage of our students who were at or above the National Minimum Standard over the past three years and a comparison of results of the 2013 and 2014 NAPLAN performance.

<table>
<thead>
<tr>
<th>YEAR 7</th>
<th>YEAR 7</th>
<th>YEAR 7</th>
<th>YEAR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAPLAN</td>
<td>NAPLAN</td>
<td>NAPLAN</td>
<td>% Change</td>
</tr>
<tr>
<td>Reading</td>
<td>99.1%</td>
<td>97.3%</td>
<td>99.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>97.3%</td>
<td>99.1%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>96.9%</td>
<td>96.5%</td>
<td>97.3%</td>
</tr>
<tr>
<td>Grammar</td>
<td>94.2%</td>
<td>96.9%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99.5%</td>
<td>98.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The Naplan results over the past three years indicate strong performance across all areas and indicators. The Student Services Department continues to actively support our teaching staff to implement programs and strategies which both support and extend our students’ learning in literacy and numeracy. Our teachers and educational support staff have also been engaged in various numeracy and literacy professional learning activities which promote active learning strategies. We cater for the needs of all students.

The College also works very closely with the other primary and secondary schools in our region as well as a number of tertiary education providers.

Each year the College forwards the individual results of NAPLAN tests to parents and guardians.

### 3.4 Average Standardised and Median NAPLAN Results at Year 9

In May 2015, Year 9 students were assessed by the National Assessment Program ~ Literacy and Numeracy (NAPLAN) in Reading, Writing, Punctuation and Grammar, Spelling and Numeracy.

Our NAPLAN results continue to improve and we use these as another piece of assessment to look at the overall picture of our students. Knowing each individual student is paramount to our improvement as a College.

### 3.5 Three-Year Mean Comparison of Years 7 and 9 Student Performance Using VELS

A three-year scaled score mean comparison (2013-2015) of Year 7 student performance using the National Assessment Program Scale indicates that the performance of Loyola College students has generally remained consistent. In all areas our Year 7 students have matched or exceeded State and National data.
A three-year mean comparison (2013 ~ 2015) of Year 9 student performance using the National Assessment Program Scale indicates that the performance of Loyola College students has generally remained consistent. In all areas our Year 9 students have matched or exceeded State and National data.

<table>
<thead>
<tr>
<th>NAPLAN 2013</th>
<th>NAPLAN 2014</th>
<th>NAPLAN 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>551</td>
<td>551</td>
</tr>
<tr>
<td>Writing</td>
<td>530</td>
<td>530</td>
</tr>
<tr>
<td>Spelling</td>
<td>548</td>
<td>548</td>
</tr>
<tr>
<td>Grammar</td>
<td>535</td>
<td>535</td>
</tr>
<tr>
<td>Numeracy</td>
<td>538</td>
<td>538</td>
</tr>
</tbody>
</table>

3.6 Value Added Activities

Loyola College prides itself on our communication with our students, our families and our community. This communication comes in many forms including Conversation magazine, the ex-students’ LEXSA Companion magazine, our College website and our Social Media pages such as Facebook and Instagram. These valuable forms of communication provide information regarding the College’s activities and allow us to celebrate our success with the Community. The activities listed below we see as added value to College life and exemplify how the College is living out its Vision and Mission Statement and fulfilling its Strategic Plan (2014-2018).

- An outstanding Religious Education Program which includes Social Justice Groups, Youth Ministry Classes, Christian Service Programs, involvement in the Ignatian East Timor Immersion Program and an extensive program of Retreats & Religious Education Reflection Days;
- College, Parish-based House Masses & Religious Education Class Eucharistic celebrations;
- Liturgical celebrations that include ANZAC Day Commemoration, Mother’s Day, Father’s Day, Ash Wednesday and Grandparents’ Liturgies and our Community Memorial Mass.
- A horizontal, sequential Personal Development Program and a vertical House-based Mentor Program that further skill our students
- Our restorative practices program that supports our students wellbeing.
- Our Ignatian links which sees us connected to many other Australian Schools through the Ignatian Network.
- Our International links with Ignatian schools that see us making worldwide global connections for staff and students.
- Celebrating our success through College, Full School and House Assemblies. These are important communal gatherings.
- The celebration of our St. Ignatius Feast Day to celebrate our charism
- A Student Services Team consisting of specialist staff that includes, College psychologists, counsellors, learning support staff, a Careers & Vocational Education Advisor, a first aid officer and a Home-College-Parish Liaison;
- Italian, French and Indonesian Study Tours, exchange programs, European Music Tours and Darwin Immersion Trips.
Recognising our success in academic, sporting, co-curricular and other achievements through the College Awards Program, College Colours, special presentations and the College, LPFA & LEXSA Scholarships Program. This culminates with our annual award night.

Sponsorship of student awards by members of the College and wider community;

Participation in our Year 7 Belonging Camp, Year 8 Outdoor Education Camp, Year 9 Coastal Surf Camp and the Music Band Camp;

Year 11 Presentation Balls
Year 12 Graduation Dinner;

The Year 9 Personal Development Program and Year 10 Work Experience Program conducted during Activities Week;

Extensive Year 7 ~ 10, VCE, VCAL and VET curriculum offerings;

Comprehensive careers, pathways and transition programs;

Involvement at various year levels in the High Resolves Program;

Integrated use of ICT to create engaging learning experiences across the curriculum at all year levels;

A variety of excursions, incursions, performances and guest speakers;

The Year 12 Graduation Mass and Ceremony;

College-based and House-based fundraising activities;

House-based co-curricular activities including sporting, debating, public speaking, drama and music events;

The Year 9 City Experience Program;

An extensive Student Leadership Program;

Involvement in the Associated Co-educational Schools Sporting (ACS) Program and the Debating Association of Victoria (DAV);

High quality entries in curriculum and co-curriculum competitions;

The Annual Design & Technology Exhibition and Fashion Show;

Active participation in the Victorian Premier's Reading Challenge;

The ongoing success of Iggy's ~ the student training restaurant ~ which caters for the local community on designated weeknights during the school year;

The annual College Drama and Musical Productions;

Participation in the Great Victorian Bike Ride;

A wide variety of Musical Ensembles and Choirs catering for students at all year levels.

Our Fire Carriers
Indigenous Gardens and Acknowledgement to Country at ceremony

3.7 Senior Secondary Outcomes

In 2015, 220 students completed studies at the Year 12 level in either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). The Year 12 Class of 2015 are to be congratulated on completing their VCE and VCAL Certificate. Their results were outstanding and reflected all their dedication and hard work they had put in during the year. Our Dux was Elena Fragapane, who achieved an ATAR of 99.95 and our Proxime was Renae Loutrakis with an ATAR score of 99. We are very proud that in 2015 we had close to 16% of our students with an ATAR above 90 and 32% with and ATAR above 80. Loyola College was placed second on academic results for Catholic Co-Educational Schools in Victoria according to the Better Education School Ranking site. The difference between first and second was close to 1%.

3.8 Year 9 to Year 12 Student Retention Rates

The retention rate of students from Year 9, 2014 to Year 12, 2015 was 93%.
3.9 Post School Destinations

Loyola College offers a pathways program to further learning at universities, TAFE colleges, traineeships, apprenticeships or employment.

Loyola College is proud to report that our graduating Year 12 Class of 2015 has been very successful in gaining tertiary education offers, apprenticeships, traineeships, pre-apprenticeship training places and employment. The students worked extremely hard in 2015 and the data produced for our school shows just how much they are driven to achieve success. We have 93.26% of the 2015 cohort successfully enrolled to study at tertiary level both University and TAFE. The most popular area of study in 2016 is Commerce and Management related disciplines. These courses prepare graduates for jobs in accounting, economics, HR, international relations and business related fields to name a few. Other popular study disciplines included health sciences, education, law and construction. Other students have taken up apprenticeships, work or decided to have a Gap Year.

3.10 Parent, Student and Teacher Satisfaction

The indications are that Loyola College enjoys a very positive reputation in the community as evidenced by strong enrolment demand and parental feedback.

Parent satisfaction was demonstrated through the following:

- Retention levels that are high and a strong level of involvement of parents and guardians in the life of the College;
- Loyola Parents and Friends Association (LPFA) and Partnership with Parents Group (PWP) are heavily involved in the life of the College;
- Strong parental representation at College Board Meetings and active involvement of parents in specialist interest groups such as the Friends of Music (FOM) & the Friends of the Performing Arts (FOPA);
- High level of attendance at parent–student–teacher interviews and parent information evenings;
- Strong attendance of Loyola College families at Sunday House Masses in our Deanery parishes;
- Parent representation on advisory bodies – DOWAL, DOCAL, CRG and PACUR – which make recommendations to the Principal on key aspects of College life including welfare, curriculum, co-curriculum and uniform;
- Financial and social support of parents for College activities;
- Development of a Parent Seminar Program including the Year 7 Time and Space Programs for Fathers & Daughters and Mothers & Sons and the Ignatian Charism Program for incoming parents and students;
- Strong attendance at monthly College Tours and Morning Teas with the Principal;
- Capacity attendance at Mother’s Day and Father’s Day Breakfasts and Grandparents’ Mass and Morning Tea as well solid numbers present at the Year 12 Parents and Students Breakfast.
- The quality of relationships between parents and staff members;
- Active involvement of parents and volunteers to support College co-curricular activities, camps, music & drama performances and the canteen;
- Positive feedback from the annual School Improvement Framework surveys.
Teacher satisfaction was demonstrated through the following:
- Ignatian Charism demonstrated by our committed staff;
- High staff retention rates and low levels of absenteeism;
- Strong support and involvement in the College’s extensive co-curricular program and student wellbeing activities;
- High level of engagement in professional learning opportunities;
- Regular feedback from staff regarding the College’s teaching program and professional learning activities;
- Active involvement in the Annual Review Meetings;
- Teacher representation on advisory bodies ~ DOWAL, DOCAL, CRG and PACUR ~ which make recommendations to the Principal on key aspects of school life including welfare, curriculum, co-curriculum and uniform;
- Appraisals of teachers in positions of leadership;
- Implementation of an extensive Teacher Formation to improve teaching and learning;
- The quality of relationships between staff members, students and parents;
- Positive feedback from the annual School Improvement Framework surveys.

There is a high level of student satisfaction as evidenced by:
- Pride in being a member of the Loyola College community;
- High student retention rates;
- Active engagement in learning;
- Strong commitment to the Ignatian Charism;
- Strong support for initiatives such as student leadership positions, House fundraising and social justice initiatives;
- Committed and dedicated student leaders at the College, House and co-curricular levels;
- Active involvement in the year-based Personal Development Program and vertical-based Mentor Program as well as formal and informal mentoring that takes place via the vertical House-based system;
- High levels of participation in Activities Week, including involvement in the Year 7 Belonging Camp, the Year 8 program of incursions and excursions, the Year 9 Personal Development Program and Coastal Surf Camp, the Year 10 Work Experience Program, the Year 11 Christian Service Program, the Year 12 Retreats and Reflection Days at all year levels;
- Active involvement in a number of Jesuit and Ignatian Schools events including the East Timor Immersion Program, the Annual Debating Competition and the Annual Student Leadership Conference;
- High level of participation in the College’s extensive co-curricular program which incorporates student leadership, music, debating, public speaking, drama, sport and social justice activities;
- The quality of relationships between students & staff members;
- Ongoing association with the College through the Loyola Ex-Students Association ~ LEXSA;

As a Loyola College community we are extremely pleased that we are able to produce such a wonderful report that provides evidence of our continual school improvement. In particular, student attendance, staff and student retention rates, our excellent Year 12 results, our value added, our Professional Learning Program and the destination of the Year 12 students are cause for great pride. As a College we continue to strive for improvement and with the support of our Strategic Plan we keep moving forward in Justice, Mercy and Faith.
## Loyola College Financial Performance

### Financial Performance for the year ended 31 December 2015

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>MODIFIED CASH ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent Income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>$1,260,819</td>
</tr>
<tr>
<td>Other fee income</td>
<td>$2,450,229</td>
</tr>
<tr>
<td>Private income</td>
<td>$899,316</td>
</tr>
<tr>
<td>State Government recurrent grants</td>
<td>$2,556,821</td>
</tr>
<tr>
<td>Australian Government recurrent grants</td>
<td>$10,514,928</td>
</tr>
<tr>
<td><strong>Total Recurrent Income</strong></td>
<td><strong>$17,682,113</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$13,307,355</td>
</tr>
<tr>
<td>Non-salary expenses</td>
<td>$5,469,703</td>
</tr>
<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
<td><strong>$18,777,058</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital Income and Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>$0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$4,780,043</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$9,126</td>
</tr>
<tr>
<td><strong>Total Capital Income</strong></td>
<td><strong>$4,789,169</strong></td>
</tr>
<tr>
<td><strong>Total Capital Expenditure</strong></td>
<td><strong>$4,412,295</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total opening balance</strong></td>
<td><strong>$778,112</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>$401,238</strong></td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*