



Loyola College Watsonia

2022 Annual Report to the School Community



Registered School Number: 1810

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

College Overview5

Principal’s Report6

School Advisory Council Report7

Catholic Identity and Mission8

Learning and Teaching10

Student Wellbeing14

Child Safe Standards19

Leadership22

Community Engagement25

Future Directions27

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Minimum Standards Attestation

I, Alison Leutchford, attest that Loyola College 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

27/04/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 recognise that this is best achieved in a welcoming and collaborative environment committed to Justice, Mercy and Faith.



College Overview

As a Catholic co-educational College we focus on the importance of belonging to our community, strongly encouraging each student to discover their God-given talents. These gifts are to be developed, not for self-satisfaction or self-gain, but rather, with the help of God, for the good of the community.

As a College in the Ignatian tradition, Loyola has a clear purpose:

- To develop a well-rounded person of competence, conscience and compassion who will be of service in the world.
- To instil in our students a joy in learning, encouraging the reaching for the Magis and a life-long openness to growth.
- To nurture a sense of wonder and mystery in learning about God's creation and seeking God in all things.
- To promote individual care and concern for each person.
- To provide opportunities for students to encounter the person of Christ as a friend and guide, coming to know Him through Scripture, sacraments, personal and communal prayer, in play and work and in other persons, leading to the service of others in imitation of Christ.



Principal's Report

It is with great pleasure that I present our 2022 Annual Report to the School Community.

Over many years, Loyola College has developed a notable reputation of actively engaging families and the community in the learning experiences of our students. We are a College committed to 21st Century education and Catholic Education in the Ignatian tradition.

Accordingly, we regularly share aspects of our school performance with families and the community via the Ignatian Newsletter, our annual 'Conversation' magazine, our bi-annual LCAA 'Companion' magazine, the College website and various social media platforms. Additionally, these matters are discussed at Parent Information Evenings and Parent-Student-Teacher conversations whilst also being included in Student Academic Reports.

Our College continues in its commitment fulfilling our Vision and Mission Statement and has effectively implemented our most recent Loyola College Strategic Plan (2019-2022). Stage Three of the College Masterplan was completed in 2022 with the opening of our new Visual Arts and Technology facility - the Cardoner Building. Meanwhile, planning for Stage Four is well underway with plans for a new STEM Centre.

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. Considering these requirements and with a commitment to providing information about several important College statistics related to the education of our students, I am pleased to present this report to our families and the community.

This information along with reports from previous years is also available via our website at www.loyola.vic.edu.au

Alison Leutchford

Acting Principal





School Advisory Council Report

It gives me great pleasure to write as both Chairperson of the Loyola School Advisory Council and as a parent of two current and one former student.

In 2022, we were fortunate to return to school for the entirety of the year. Happily, home-schooling became a distant memory. Seeing students from Years 7 through to Year 9 attending the 'normal' school routines and participating in college sports and activities was tremendous.

St Ignatius Day in July was celebrated by the junior year levels for the first time, and I am especially pleased to see that the Year 9 students finally had a chance to enjoy the day along with the associated fundraising events as well.

The production of Legally Blonde smashed school records and was a sell-out. Praise and acknowledgement go to all the participants in the production and all those behind the scenes, who tirelessly volunteered their time to represent Loyola College in this outstanding production. I and others look forward to the next production in 2023 with great anticipation!

The Loyola College community came together in 2022, in perfect harmony with the Jesuit teachings and ethos, to help one another and strive for the Magis. The year presented us with opportunities to unite as a college community and resulted in a show of strength, unity, compassion and positivity.

I offer my particular thanks to Acting Principal Alison Leutchford for her guidance, leadership, resilience and positivity, certainly infectious among the students and staff. My thanks also go to Father Steven Rigo, our Canonical leader, who has provided faithful support. Having strong leadership among our teaching staff is of immense benefit to all students, families and colleagues.

I look forward to continuing to serve on the School Advisory Council.

Matilda Zupan-Frajsman

Board Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

Loyola College has cultivated a strong Ignatian charism which fosters the development of the whole person encouraging each student to discover his or her God-given talents and to place these at the service of others.

Achievements

- Students successfully raised \$40,000 for their respective House Charities and Project Compassion. An additional \$3,300 was raised for Jesuit Mission and Catholic Mission. Students also ran successful goods-drives to support local charities and promote sustainable practices.
- Students and other members of the College community created reflective Examen videos that were used within the College and by other faith organisations.
- The principles of Catholic Social Teaching were fully implemented into curriculum.

VALUE ADDED

The activities listed below provide examples on how our Catholic Identity and Mission were implemented at the College.

- An outstanding Religious Education Program which includes Social Justice Groups, Youth Ministry Classes, Christian Service Programs, and an extensive program of Retreats & Religious Education Reflection Days.
- College, Parish-based House Masses, Religious Education Class Eucharistic Celebrations & the Sacrament of Reconciliation.
- A vibrant inclusive focus on prayer that includes a streamed weekly Examen prayer reflecting contemporary themes and contributed to by a wide range of the College community.
- A commitment to interfaith dialogue through City Experience and curriculum initiatives (e.g. Visits to the Holocaust Centre in Year 11) along with Indigenous related events to be scheduled for 2023.
- Liturgical celebrations that include our annual ANZAC Day Commemoration, Mother's Day, Father's Day, Ash Wednesday and Grandparents' Liturgies and our Community Memorial Mass.
- The celebration of our St. Ignatius Feast Day which highlights our charism.
- A College Youth Minister and Home College Parish Liaison Officer.
- Commitment to staff, student and parent formation through professional development, active Jesuit & Companions Schools Australia (JACSA) membership, CEM and JACSA formation programs, our Ignatian Charism Evening for parents along with other various parent and community events and programs.

- Fundraising for a broad range of charities with Catholic charities given priority along with involvement in social justice initiatives and events.
- An International Immersions Program (previously suspended due to COVID related travel restrictions) has been re-introduced with a Philippines Immersion Tour and East Timor Immersion Tour provisionally scheduled for September 2023.



Learning and Teaching

Goals & Intended Outcomes

In 2022, the Learning and Teaching goals at Loyola College were to ensure that all Teaching Staff had access to - and were able to use - a common language around data, to drive meaningful improvement targets for both staff and students. In order to accomplish this goal, the following areas were addressed:

- A common, consistent understanding of rigorous assessment across all faculties for students in Year 7 – 10 was implemented.
- The continued implementation of Catholic Social Teaching aspects across the Curriculum.
- The implementation of Faculty-specific Strategic Plans.
- Coaching Companions further embedded to improve student learning outcomes.
- Student voice opportunities provided in the classroom.

Achievements

VCE results in 2022 were the strongest the College has achieved in the last 5 years (see table below):

Loyola	2018	2019	2020	2021	2022
VIC Ranking	206	151	200	203	196
Median Study Score	30	31	30	30	30
% above 40	3.7	5.5	4.9	5.1	5.5
Unit 3/4 Cohort	264	248	240	283	254

ATAR figures were also strong with 9% of students achieving an ATAR of 90+ and our College Dux and Proxime achieving scores of 99.45 and 99.40 respectively.

In 2022, the Governments Tutor Learning Initiative continued and was extensively implemented in English classes and, where possible, Mathematics, Humanities and Science. Students were supported by one-to-one tutoring, small group tutoring or in-class support.

Year 7 students experienced one new learning initiative and two new subjects:

- Kircher Inquiry.
- Visual Designer.

These changes were made in preparation for our new STEM centre. Plans for this centre were finalised in 2022 and the building will offer students new learning spaces that encourage the use of technology to develop a 'design-thinking' approach to their learning.

The College continued to focus on the use of data to inform teaching practise. 2022 saw the implementation of 'Bloums' - a data platform that demonstrates growth in learning for individuals and groups. Teachers were trained to use this platform in support of student learning.

STUDENT LEARNING OUTCOMES

In 2022, the College saw growth in Year 9 Reading, Writing and Spelling NAPLAN data when compared to 2021. Numeracy standards remained consistent whilst standards in Grammar and Punctuation also remained steady.

Our Year 7 NAPLAN results showed noticeable improvement in Reading, whilst all other areas remained steady with potential for future growth. Consideration was given to potential setbacks in Year 7 achievement that may have been caused as a result of two primary school years undertaken via remote-learning.

The College continues to apply a whole school approach to both Literacy and Numeracy. This includes a 'Reading for Leisure' program which encourages all members of the community (staff and students) to read regularly. Regular reading improves a student's ability to spell, comprehend and write. Role modelling from staff in this area is considered a very important part of the College literacy approach.

From the Numeracy perspective, our Mathematics teachers attended professional learning that unpacks common misconceptions students may experience have in Mathematics. Curriculum was designed to address these misconceptions whilst building understanding and capacity within Numeracy.

MEDIAN NAPLAN RESULTS FOR YEAR 9

Year 9 Grammar & Punctuation	589.8
Year 9 Numeracy	582.1
Year 9 Reading	590.4
Year 9 Spelling	585.1
Year 9 Writing	585.4



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 07 Grammar & Punctuation	-	99.1	-	97.0	-2.1
YR 07 Numeracy	-	98.6	-	97.4	-1.2
YR 07 Reading	-	99.1	-	99.6	0.5
YR 07 Spelling	-	99.1	-	[naplan. y7.scho olSP.mi nimumSt andards Str]	-0.4
YR 07 Writing	-	100.0	-	97.5	-2.5
YR 09 Grammar & Punctuation	-	94.8	-	93.6	-1.2
YR 09 Numeracy	-	99.1	-	99.0	-0.1
YR 09 Reading	-	96.6	-	96.9	0.3
YR 09 Spelling	-	96.1	-	97.7	1.6
YR 09 Writing	-	96.2	-	96.9	0.7

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

Justice, Mercy and Faith are the cornerstones of our Ignatian ethos. As a Loyola College community, we are extremely pleased that we are able to produce the following information which provides evidence of our continual improvement within the Student Wellbeing domain. In particular, student attendance, student retention rates, the excellent results of our graduating cohorts, our commitment to value-adding experiences, our professional learning program and the destination of departing Year 12 students are all cause for great pride. As a College we continue to strive for improvement with the support of our Strategic Plan.

Achievements

- The ongoing development of our Student Leadership Coordinator role continued to enhance student voice.
- Development of various 'Positively Ignatian' activities promoted student connection with the community, especially after returning from Covid-19 lockdowns and restrictions.
- Our wide range of Wellbeing programs continued to offer support not just to students, but also their families.

VALUE ADDED

Loyola College prides itself on adding value to the schooling experience of our students, families and staff. Communication is imperative and the manner in which we engage with our students, our families and our community is of the highest importance. This communication comes in many forms including our annual 'Conversation' magazine, the ex-student's 'LCAA Companion' magazine, our College website, parent portal 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 following activities/programs assist in value adding to the student's school experience, as well as exemplifying how the College lives out its Vision and Mission Statement and fulfilling its Strategic Plan (2019-2022).

Faith and Intercultural Perspective:

- 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.
- The celebration of our St. Ignatius Feast Day highlighting our Ignatian charism.
- Continued partnership with local community groups.
- Harmony Day celebrations.
- Social Justice Outreach Programs

Wellbeing Programs:

The continued implementation of a whole school approach to student wellbeing through the framework - 'Positive Education through an Ignatian Lens'.

- A Personal Development Program that is horizontally structured and a vertical House-based Mentor Program which create a sense of belonging, as well as assisting students to develop social/emotional skills.
- Our whole school approach to student management using the philosophy of Restorative Practice.
- A Student Services Team consisting of specialist staff including College Counsellors, Learning Support Staff, Pathway Advisors, a First Aid Officer and a Home College Parish Liaison officer.

Leadership and Pathway Programs:

- Increased focus on 'taking action' and being men and women for and with others in our Student Leadership Program.
- Employment of Student Engagement Coach
- Comprehensive careers, pathways and transition programs

Curriculum & Co-Curriculum Programs:

- Extensive Year 7 - 10, VCE, VCAL and VET curriculum offerings.
- Integrated use of ICT to create engaging learning experiences across the curriculum at all year levels.
- Year 8 High Resolves Program
- Music Band Camp
- Sponsorship of student awards by members of the College and wider community
- Participation in the following events during Activities Week:
 - **Year 7:** *Belonging Camp*
 - **Year 8:** *Outdoor Education Camp*
 - **Year 9:** *Rites of Passage Camp*
 - **Year 10:** *Resilience Program & Careers Pathway Program*
 - **Year 11:** *Christian Service Program*
 - **Year 12:** *Retreat*

Community/Student Events:

- Important communal gatherings which celebrate student success, such as College, Full School and House Assemblies.
- Year 11 Presentation Ball.
- Year 12 Welcome Breakfast.

- Year 12 Graduation Ceremonies.
- Year 12 Graduation Dinner
- College Awards Program (including our Annual Awards Evening)
- LCAA Classic Car Show
- Open Day
- Loyola Parents & Friends Association (LPFA) & Loyola College Alumni Association (LCAA) Scholarships Program.
- 'Partnership with Parents' Program (PWP).

STUDENT SATISFACTION

Throughout 2022, a high level of student satisfaction was evident through:

- Continued quality of educational partnerships between students and staff members.
- High student retention rates.
- Noticable student pride.
- Active engagement in learning.
- Strong support and participation in initiatives such as our Student Leadership Program, House Fundraising endeavours and social justice initiatives.
- Active involvement in the horizontal-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 and involvement in activities scheduled during Activities Week.
- Strong commitment to the Ignatian Charism.
- 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.
- Ongoing association with the College by members of our Loyola College Alumni Association (LCAA)



STUDENT ATTENDANCE

As is the case every year, Loyola College has carefully monitored student attendance and punctuality for its students. Each morning the absentee phone line is checked by our Office staff for parent messages. The roll is then taken by the Mentor and subject teachers every period throughout the day. Office staff collate data and make contact with parents/guardians where there are discrepancies. Ongoing absentees are referred to our Student Wellbeing team. Advice to parents and guardians regarding absences is also provided via the parent portal and school reports.

YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate	92.1%
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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y07	91.2%
Y08	88.6%
Y09	89.6%
Y10	90.1%
Overall average attendance	89.9%

SENIOR SECONDARY OUTCOMES

VCE Median Score	30.0
VCE Completion Rate	99.0%
VCAL Completion Rate	100.0%

POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	66.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	9.0%
Deferred	5.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%



Child Safe Standards

Goals & Intended Outcomes

At Loyola College we are committed to promoting and enhancing the safety and wellbeing of all students. We draw this commitment from our Ignatian charism and the fundamental values of the Gospel. Central to the vision and mission of Loyola College is an unequivocal commitment to fostering the dignity, self-esteem and integrity of all young people and providing them with a safe, supportive and enriching environment to develop spiritually, physically, intellectually, emotionally and socially. Information on our Child Safety Code of Conduct and Child Safety Policy can be found on our College website.

The following principles underpin our commitment to child safety at Loyola College. As such, our practices reflect these principles to achieve the outcomes as described in the above introduction.

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our College works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our College, including teaching and non-teaching staff, clergy, volunteers, contractors, student teachers, visitors and guest presenters, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people. Can we just say between adults and young people
- Policies, practices, strategies and procedures demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality is being maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

In 2022, the College was able to implement and achieve the following:

- All learning activities and facilities developed with a clear focus on potential risks to child safety and mitigation strategies put into place.

- Yearly presentations at all year levels on Child Safety in which processes the school has implemented to support all students are explained in detail with students made aware of who they can go to for disclosure of information.
- Opportunities with our incoming Year 7 students to analyse and respond to scenarios related to child safety.
- The implementation of specific student-focused professional development sessions facilitated by College Counsellors which included the following themes and topics:
 - **Year 7: Conflict & Bullying**
 - **Year 8 and Year 11: Consent**
 - **Year 10: Managing Strong Emotions, Community Mental Health & Seeking Help**
 - **Year 11: Sense of Self & Identity**
 - **Year 9 and Year 10: Developing Men of Honour & Positive Masculinity**
 - **Year 9 and Year 10: Positive Body Image**
- Visibility of Child Safety 'PROTECT' posters in all classrooms, staff offices and hallways along with detailed explanation to all students.
- Ongoing Staff Professional Learning including a summary of requirements and updates pertaining to child safety, process to be used for mandatory reporting, explanation of 'PROTECT: Identifying & Responding to all forms of Abuse in Victorian Schools'.
- Opportunities for Counselling staff to engage with personnel from Orange Door (child protection) at their network meetings.
- Continued implementation of 'PROTECT' protocols, as well as, monitoring of practices implemented to date, such as elevator etiquette, meeting with students in offices/classrooms and the requirement of Working with Children Checks for any adults entering the College, who will be working, or will be in the presence of students. (Child Safety Risk Management practices).
- The continued presence of our Child Safety Policy on our College website
- A requirement for all Staff employed to read, agree to and sign our Child Safety Code of Conduct.
- Provision of our Child Safety Team - ongoing consultation and review of processes (Child Safety Officers + Counselling Team).
- Inclusion of 'Child Safety' as an agenda item on all Senior Leadership meetings.
- Continued monitoring, and awareness of the need to address the principle of inclusion, as it arises.
- Ongoing review of policy and practices.
- Completion of the Mandatory Reporting Module by all Staff.

- Strong Human Resource practices aimed at reducing the risk of child abuse in the community.
- The appointment of two Child Safety Officers who act as the first point of contact for any child safety concerns in the College or wider community.
- Regular training with volunteers to ensure that they are aware of their obligations with regard to child safety. These volunteers include our School Advisory Council, Friends of Performing Arts, Loyola Parents and Friends Association and Partnership with Parents.

The Child Safety Standards were reviewed, and an additional five standards were added to the previous seven standards in 2022. This brought a more focused and rigorous response to the implementation of the standards at the College. In particular, in Victorian Schools, Standard One was introduced to ensure schools establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued. In response to this the College established a culturally safe steering committee.

Loyola College underwent a formal assessment of the Child Safety Standards in 2022 and was found to have implemented them well across all aspects of the college.



Leadership

Goals & Intended Outcomes

To continue to build capacity in our middle and senior leadership with a view to deepening their skills, and providing opportunities to grow and develop scope to become a senior leader.

Achievements

- Formal and ongoing coaching of middle and senior leaders via a dedicated Leadership Coach.
- Facilitation of an Emerging Leaders Program for new and aspiring leaders.
- Provision of an on-campus Leadership Development Program through College Leadership meetings and the use of external facilitators on a regular basis.
- The provision of professional learning for middle leaders focused on data literacy, time management, vision and engaging others.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The College allocates a generous budget toward building a strong teaching and support staff. The total budget for professional expenditure in Professional Learning at Loyola College in 2022 was \$125,953.24. Of this amount, \$103 259.12 was spent on the up-skilling of teaching staff and \$22,694.12 was spent on building the capacity and capabilities of our support staff.

Professional Development was addressed in the following areas:

- Leadership Development.
- First Aid, Anaphylaxis, CPR, Epilepsy and Asthma.
- Mandatory Reporting and Child Safety Standards.
- Mental Health and Wellbeing.
- Engagement Post COVID.
- Literacy and Numeracy.
- Using Data to Inform Teaching Practise.
- Revised VCAA Study Designs.
- Vocational Education and Training.
- Sustainability.
- Intercultural Practises.
- Understanding of Areas of Disability and Their Impact on Learning (eg. Dyslexia).
- Understanding of Adjustments for Disability.

- Subject Association Conferences (e.g. STAV - Science Teachers Association of Victoria).

Number of teachers who participated in PL in 2022	124
Average expenditure per teacher for PL	\$833

TEACHER SATISFACTION

The College has an active Staff Wellbeing Committee who work within the PERMAH framework (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment and Health) to cultivate and nurture staff wellbeing within the community.

The Loyola Staff Association fosters a sense of belonging and connection by organising a variety of opportunities for social engagement.

Through the provision of professional learning and wellbeing support, teachers are supported to provide quality teaching and support for the students in the Loyola community.

The 2022 MACSIS data (Melbourne Archdiocese Catholic Schools School Improvement Survey) showed a positive school climate, particularly in the following areas:

- Collegial Staff Relationships (82%)
- Friendly School Leaders (85%)
- School Leaders Respect Staff (81%)
- Staff Feel Success in Their Role (80%)
- Access to Professional Learning (77%)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	87.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.9%
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TEACHER QUALIFICATIONS	
Doctorate	2.5%
Masters	31.7%
Graduate	38.3%
Graduate Certificate	6.7%
Bachelor Degree	87.5%
Advanced Diploma	7.5%
No Qualifications Listed	6.7%

STAFF COMPOSITION	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	124.0
Teaching Staff (FTE)	118.7
Non-Teaching Staff (Headcount)	83.0
Non-Teaching Staff (FTE)	69.9
Indigenous Teaching Staff (Headcount)	2.0



Community Engagement

Goals & Intended Outcomes

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

Achievements

- Record attendance at our major community events including the Annual Car Show, College Musical and Christmas Carols.
- A large growth in our social media following and engagement.
- The production of our 40th Anniversary Gala Concert. This was a well-received event, as we welcomed back past students to perform on stage.
- An average of 80+ families attending each monthly School tour.

VALUE ADDED

The College enjoys outstanding community engagement. The following committee's meet regularly and form an active part of College life.

- Loyola Parents and Friends (LPFA)
- Friends of Performing Arts (FOPA)
- Partnership with Parents (PNP)
- Loyola College Alumni Association (LCAA)
- Presentation Ball Committee

Feedback from the 2022 MACSSIS shows evidence of the strong community engagement embraced within our school and the following survey responses are indicative of this:

- Likelihood to Recommend the College to a Prospective Family - **78%**.
- Feeling Welcome in the Community - **71%**.
- Usefulness and Engagement with Our of Parent Portal - **78%**.

Additionally, the College maintains a healthy following on multiple social media accounts which feature positive feedback and commentary from our community on a regular basis.

PARENT SATISFACTION

In 2022, parent satisfaction was demonstrated through the following:

- Strong attendance of Loyola College families at Sunday House Masses in our Deanery Parishes.

- Strong attendance at information nights and Parent Teacher Student Interviews and special assemblies.
- Parent representation on advisory bodies DOWAL, DOCAL, CRG, PDC, ICT and PACUR which make recommendations to the Principal on key aspects of College life including welfare, curriculum, co-curriculum and uniform.
- Heavy involvement from our Loyola Parents and Friends Association (LPFA) and Partnership with Parents Group (PWP).
- Strong parental representation at College Board Meetings and active involvement of parents in specialist interest groups such as the Friends of the Performing Arts (FOPA).
- Gracious acceptance of financial and social support where required.
- Strong attendance at School tours and Morning Tea with the Principal events.
- Capacity attendance at our Mother's Day and Father's Day Breakfasts, and Grandparents' Mass and Morning Tea as well as solid numbers present at the Year 12 Parents and Students Breakfast.
- High quality of relationships between parents and staff members.
- Active involvement of parents and volunteers to support College co-curricular activities, camps, the canteen and music & drama performances.
- Strong positive feedback from the annual MACSIS (School Improvement Survey).
- Excellent two-way communication with families via Social media, Email and SMS.
- Excellent communication with families via our Ignatian Newsletter and Parent Portal.



Future Directions

The College takes direction from its Strategic Plan developed on a cyclic basis for a five-year period. The College Strategic Plan, inspired by our Vision and Mission Statement, allows for the future development of educational programs and facilities within the College that meet the changing needs of education in the 21st Century.

In 2023, the College will undergo a formal review with findings from this review to be used in establishing the College's strategic direction for the next five years. Both the Loyola College Strategic Plan and Masterplan can be accessed on the College website.

