



Melbourne Archdiocese  
**Catholic Schools**

# 2024

## Annual Report to the School Community



### **Loyola College**

325 Grimshaw Street, WATSONIA 3087

Principal: Alison Leutchford

Web: [www.loyola.vic.edu.au](http://www.loyola.vic.edu.au)

Registration: 1810, E Number: E1317

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## Principal's Attestation

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I, Alison Leutchford, attest that Loyola College 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 2023 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 09 May 2025

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## About this report

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Loyola College 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](#).

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## Governing Authority Report

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When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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## Vision and Mission

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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.





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## College Overview

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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 them to strive 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, aswell as in play and work.



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## Principal's Report

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It is my pleasure to present the 2024 Annual Report to the Loyola College Community.

Over many years, Loyola College has established a strong reputation for actively engaging families and the broader community in the educational experiences of our students. As a college grounded in the Ignatian tradition, we prioritize holistic education with a focus on intellectual formation, the care of the whole person, and a commitment to excellence. Our goal is to encourage students to strive to become the best versions of themselves and to use their talents in service to others.

The College's theme for 2024 was *"Accompany and Learn from Each Other"* emphasizing the importance of collaboration, mutual support, and shared learning in fostering an inclusive and understanding community.

Throughout 2024, the College continued to implement the School Improvement Plan (2024–2027), focusing on the following key areas:

### **1. Promoting Catholic Identity**

Opportunities for meaningful faith formation were initiated for staff, students, and parents. Additionally, efforts were made to incorporate and value intercultural dialogue, including Indigenous perspectives and other faith traditions. Initiatives to increase student engagement in the Fire Carrier Program and promote interfaith understanding were also prioritised.

### **2. Improving Student Engagement**

The focus included enhancing attendance and punctuality, as well as cultivating respectful relationships within the Loyola community to ensure positive and supportive interactions.

### **3. Enhancing Learning**

A clear Vision for Learning was established to guide teaching practices and planning. A new Year 9 curriculum was established and scheduled for implementation in 2025. Staff continued to use data effectively to inform teaching strategies with the aim of improving student outcomes and standards.

### **4. Leadership Development**

Leadership structures and responsibilities were reviewed to align more closely with the improvement goals. Emphasis was placed on developing middle leadership capacity to support these initiatives. A culture of open and transparent consultation and collaboration among staff was maintained to ensure a psychologically safe working environment.



Building commenced on the new STEM facility which aims to revolutionise scientific education in the Loyola community. STEM teaching will be transformed in this new and contemporary learning space. The powerful combination of engaging programs, effective teaching and deliberately designed academic spaces will endeavour to shape Loyola students into creative problem solvers and highly effective critical thinkers. The estimated completion of the STEM building is August 2025.

Loyola College continued to offer a diverse co-curricular program that nurtures student talents across five areas: Christian Service, Clubs and Societies, Performing Arts, Public Speaking and Debating, and Sports. As a founding member of the Association of Co-educational Schools (ACS), students participated in weekly competitions, fielding over 50 teams each week across summer and winter seasons.

School performance updates were regularly shared with families and the community through our 'Ignatian Newsletter', our annual 'Conversation Magazine', the bi-annual LCAA 'Companion Magazine', the College website, and various social media platforms. These topics are also discussed at Parent Information Evenings and Parent-Student-Teacher conferences and are included in Student Academic Reports.

In accordance with reporting requirements set by the Australian and Victorian Governments, we are pleased to provide this comprehensive overview of Loyola College's activities, achievements, and learning experiences throughout 2024. This report reflects the diverse opportunities offered to students and the ongoing commitment of our college community.

Previous reports, along with this one, can be accessed on our website at [www.loyola.vic.edu.au](http://www.loyola.vic.edu.au)



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## Catholic Identity and Mission

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### Goals & Intended Outcomes

In 2024, Loyola College remained steadfast in its commitment to the Catholic faith and Ignatian charism, fostering the holistic growth of every member of the community. This dedication inspired students, staff, and families to embody the Ignatian principle of being people for and with others, integrating acts of service with their personal values, faith, and spirituality.

Across 2024, the College endeavoured to:

- 1. Deepen Community Engagement**

Strengthen collaborations with local organisations to increase service and outreach opportunities for both students and staff.

- 2. Broaden Spiritual Formation**

Expand retreat offerings and introduce new spiritual exercises to enrich the faith lives of the College community.

- 3. Celebrate Inclusivity and Diversity**

Promote an inclusive school culture that embraces and honours the diversity within our community.

- 4. Advance Sustainability Efforts**

Implement and support environmentally responsible initiatives that encourage ecological awareness and action.

### Achievements

- Students raised in the vicinity of \$40,000 for their House Charities and Caritas' Project Compassion, along with organising further fundraising efforts for local causes and sustainability initiatives.
- The College's prayer life was authentically student-led, with reflective Examen videos created by students being utilised both at Loyola and by other faith-based organisations.
- The establishment of our official Loyola College Prayer.
- A Yarning Circle was established and officially commissioned as a symbol of the College's dedication to reconciliation, inclusivity, and cultural understanding.
- The College launched a tailored Acknowledgement of Country and introduced its Reconciliation Action Plan, reinforcing our ongoing commitment to Indigenous voice and presence.

- The Education in Dialogue framework was fully embedded into the Religious Education curriculum, encouraging students to explore topics through peer, global, religious, and personal lenses in an experiential, dialogical learning environment.
- Outreach programs expanded, offering students and staff more opportunities to engage with communities through initiatives such as the Exodus Community and Bread Run, Pay It Forward Evening, and St Pius Reading Help.
- Staff participated in Companion Exchange professional learning sessions to support their faith formation and contribute towards Accreditation requirements.

## Value Added

The following initiatives demonstrate how the College's Catholic and Ignatian Mission and Identity were actively lived and enriched in 2024:

- A distinctive Catholic identity rooted in the Ignatian tradition, visible across the College's culture, service programs, and community spirit.
- A dynamic Religious Education program incorporating Youth Ministry classes, Christian Service initiatives, reflection and retreat opportunities, and engagement with social justice causes. MACSSIS data indicated a growing appreciation—particularly among junior students - of how RE connected meaningfully to their lives.
- Ongoing celebration of the Eucharist through House Masses, RE class Masses, and access to the Sacrament of Reconciliation.
- A vibrant and inclusive prayer culture led by students, including weekly streamed Examen reflections that engage contemporary themes and involve broad student participation.
- Strong commitment to interfaith dialogue and reconciliation, demonstrated through the opening of the Yarning Circle as well as curriculum content and events such as The Long Walk Home with Eddie Betts, smoking ceremonies, Fire Carrier engagement, and Dreamtime at the 'G experiences.
- Liturgical celebrations throughout the year, including the Opening College Mass, Graduation Mass and Ceremony, ANZAC Day, Ash Wednesday, Mothers' and Fathers' Day liturgies, Grandparents' Day, and our Community Memorial Mass.
- Commemoration of the Feast of St Ignatius, celebrating our spiritual heritage.
- Dedicated leadership through the College Youth Minister and Parish Liaison Officer.
- 80% of parents surveyed in the 2024 MACSSIS felt that Catholic mission was emphasised at the school in 2024, whilst 90% felt that religious practices were emphasised also.
- Additional 2024 MACSSIS survey results showed a strong perception of Catholic Identity, particularly among staff and junior students. Senior students and parents remain areas for ongoing engagement and development.

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## Learning and Teaching

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### Goals & Intended Outcomes

In 2024, the Teaching and Learning goals at Loyola College were to:

1. **Identify a clear vision for Teaching and Learning at Loyola.**
2. **Identify what a relevant curriculum looks like with particular focus on Year 9 2025.**
3. **Effectively use data to inform Teaching and Learning and raise standards and outcomes.**

In order to accomplish these goals, the following main areas were addressed:

- Heads of Learning began developing and trialling a shared language to support the articulation of the 'Loyola Way'.
- A new instructional model was introduced and explored by Heads of Learning, centered around an accelerated lesson structure: Connect, Activate, Demonstrate, and Consolidate.
- A curriculum review was undertaken, leading to the implementation of changes, with a particular focus on Year 9 electives.
- Findings from the Numeracy Action Research Program were analysed to ensure alignment with the Melbourne Archdiocese Catholic Schools (MACS) Mathematics goal and consistency with the MACS 2030 vision and the Flourishing Learners strategic theme.
- The integration of the Ignatian Pedagogical Paradigm and Catholic Social Teaching across the curriculum continued to be developed.
- Progress in VCE curriculum development and support structures continued.
- A new interactive online Course Guide for Years 7–12 was developed, replacing the previous format with a more engaging and accessible resource.
- The Orientation Process was enhanced to provide a more meaningful and engaging experience for students.
- In collaboration with the Head of Learning Pathways, a highly successful Subject Selection Evening was launched for students in Years 10–12.
- A comprehensive VCE Handbook for students, parents, and staff was developed, distributed, and embedded within College practices.
- The assessment process, including the grading system and reporting codes, was streamlined to improve clarity and consistency.
- Professional Learning from Berry Street and Tom Brunzell was applied to classroom practice, including:
  - *The use of brain breaks*

- *Consistent Predictable Adults (CPA) and Consistent Predictable Routines (CPR) in all learning environments.*
- Learning time for Year 7 students was increased in February 2024 through adjustments to the Digital Device Process, including holiday-period device collection and a condensed training schedule limited to one morning rather than the entire first week.

## Achievements

VCE data along with ATAR figures in 2024 continued to be strong:

- College Dux and Proxime achieved scores of 98.5 and 97.9 respectively.
- Five Year 11 accelerated students achieved 40+
- In 15 subjects, the median Study Score was equal to or higher than 30
- 9.09% of students received an ATAR of above 90
- 190 students in the Year 12 cohort applied for tertiary study through VTAC.
- 95% of students received an offer into Tertiary studies.
- 78% of students received an offer within their top 3 preferences.
- La Trobe University was the preferred destination with 57% of students being offered a place at this institution.

Destinations for the 2024 VCE VM students (28) are as follows:

- Apprenticeship (17 Students)
- Full Time Employment (5 Students)
- Further Study (4 Students)
- Gap Year (2 Students)

In 2024, the Government's 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. This is the final year of tutoring available to the College.

## Student Learning Outcomes

As a result of changes to NAPLAN reporting in 2023, parents and carers received earlier, simpler and clearer information about their child's NAPLAN achievement. Reports were easier to read and provided clearer information about how a student is progressing.

Levels of Achievement:

- Exceeding
- Strong
- Developing
- Needs Additional Support



Importantly, 2025 will be the first year we can make a direct comparison and measure growth, as the current Year 9 cohort will be the first to have completed the 'new' tests in both Year 7 and Year 9.

A summary of the 2024 results can be found below. Loyola results exceeded all domains compared to State and National results.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 7	554	73%
	Year 9	568	60%
Numeracy	Year 7	556	81%
	Year 9	572	71%
Reading	Year 7	563	84%
	Year 9	585	79%
Spelling	Year 7	547	79%
	Year 9	568	80%
Writing	Year 7	574	85%
	Year 9	598	79%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

<b>Senior Secondary Outcomes</b>	
VCE Median Score	30
VCE Completion Rate	99%
VCE VM Completion Rate	100%
VPC Completion Rate	*

\*Data not reported for 2024 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 2024	
Tertiary Study	79.5
TAFE / VET	*
Apprenticeship / Traineeship	9.2
Deferred	*
Employment	2.2
Other - The category of Other includes both students Looking for Work and those classed as Other	9.1



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## Student Wellbeing

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### Goals & Intended Outcomes

Justice, Mercy and Faith are the cornerstones of our Ignatian ethos. As a Loyola College community we are extremely pleased to provide the following information, 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 the Student Leadership Coordinator role continued to enhance student voice.
- Our wide range of wellbeing programs continued to offer support to students, as well as their families. This includes various activities in the area of Positive Education through an Ignatian Lens.
- The ongoing development of the role for the Director of Students, introduced in 2024, has been invaluable in assisting with wellbeing matters, including monitoring student attendance.
- The ongoing training of staff in Mental Health First Aid.
- The introduction of the Teen Mental Health First Aid program for our Year 10 students. The aim is that over the next three years, all our senior students will have taken part in this program.

### Child Safety:

In 2024, the College was able to implement and achieve the following:

- All learning activities and facilities have been reviewed so that there is a clear focus on potential risks to child safety; mitigation strategies have been implemented.
- Agendas for various staff meetings include a 'Child Safety' item.
- Annual 'Child Safety' presentations for students at Years 7-12 occur. At these presentations, implementation of school processes to support all students are explained in detail, including who students may go to for disclosure of information.
- Year 7 students are provided with opportunities 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 for 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 volunteering 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.
- 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 establishment of a Culturally Safe Steering Committee to ensure the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

## 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. The College endeavours to work in genuine partnership in the nurturing, learning and development of our students. The following activities/programs assist in value adding to the students' school experience, as well as exemplifying how the College lives out its Vision and Mission Statement whilst also fulfilling its School Improvement Plan (2024 – 2027).

**Wellbeing Programs:**

- Introduction of the Teen Mental Health First Aid program for Year 10 students
- Introduction of the Wellbeing App - BLOUM - to support student wellbeing
- 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
- Implementation of specific year level personal development themes addressing current social/emotional wellbeing topics.
- Our whole school approach to student management using the philosophy of Restorative Practice.
- A Student Services Team consisting of specialist staff including College Counsellors, Student Engagement Coach, Learning Diversity staff, Learning Support staff, Pathway Advisors, a First Aid Officer and a Home College Parish Liaison Officer.
- Provision for parents/carers to meet with Mentors through our Mentor Conversation evening.

**Leadership and Pathway Programs:**

- Increased focus on 'taking action' and being people for and with others in our Student Leadership Program
- Continued development in our student leadership portfolio program focusing on the following areas – Ignatian Mission, Sustainability, People For and With Others, Social Justice and Wellbeing, which sits alongside the senior student College Committee and the Loyola Student Council
- Comprehensive careers, pathways and transition programs

**Curriculum & Co-Curriculum Programs:**

- Extensive Year 7-10, VCE, VCEVM and VET curriculum offerings.
- Integrated use of ICT to create engaging learning experiences across the curriculum at all year levels.
- Extensive Co-Curriculum Program across Years 7-12 including opportunities within:
  - Clubs & Societies;
  - Performing Arts
  - Sport & Outdoor Activities
  - Christian Service & Spirituality
  - Public Speaking & Debating
- Year level leadership training programs
- College Awards Evening
- Reflection Days
- STEM Day



- Music Band Camp
- 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 Ceremony

#### **Student Satisfaction**

Throughout 2024, a high level of student satisfaction was evident through:

- Continued quality of educational partnerships between students and staff members
- High student retention rates
- Noticeable student pride
- Active engagement in learning
- Strong support and participation in initiatives such as our student leadership programs, 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
- 8 in 10 students reported that they felt their peers were respectful to them whilst at school
- Addressing Child Safety matters as a standing item in all meetings
- Weekly use of the school's BLOUM Wellbeing App to support student wellbeing/child safety
- 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/carers 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.

Promoting the importance of student attendance via Teacher Staff Meetings, Newsletter items, Social Media posts is an ongoing commitment to ensure maximum student attendance. The school's 'Attendance App' is now the most commonly used option for parents to report absences.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	89.52

Average Student Attendance Rate by Year Level	
Y07	93.2
Y08	91.8
Y09	91.1
Y10	90.4
Overall average attendance	91.6

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## Leadership

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### Goals & Intended Outcomes

Across 2024, the College Leadership team shared the collective responsibility to improve the school climate and culture. Both Middle and Senior leaders worked on the following goals:

1. Leadership structures were reviewed and refined to create greater alignment with the College's improvement agenda.
2. The skills of Middle Leaders were developed to plan, implement, and monitor the College's improvement agenda.
3. A culture of psychological safety was embedded to ensure open and honest consultation and collaboration

### Achievements

The following achievements were noted in 2024:

- Consult (senior executive) facilitated coaching with Middle Leadership with view to building leadership capacity
- A Peer Leadership/Mentoring program was established for leaders to share challenges, success and experiences
- College Leadership were more visible and present at college events and on a day to day basis (eg House Assemblies, gate duty etc...)
- Leadership responsibilities and accountability was clarified with the establishment of an organisational flowchart
- An Emerging Leaders Program was facilitated for new and aspiring leaders
- An on-campus Leadership Development Program was provisioned through College Leadership meetings and the use of external facilitators on a regular basis



Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>The College allocates a generous budget towards building a strong teaching and support staff. The total budget for professional expenditure in Professional Learning at Loyola College in 2024 was \$130,195.31. Of this amount, \$103 853.29 was spent on up skilling teaching staff and \$26,342.02 was spent on building the capacity and capabilities of our support staff.</p> <p>The College made a two year commitment (2023-2024) to work with Tom Brunzell from Berry Street. The Berry Street Education Model (BSEM) is based on classroom strategies informed by Berry Street's approach to trauma-informed learning and the science of wellbeing. In 2023, the focus of the sessions were Body and Relationships. In 2024, the focus was Stamina and Engagement and Character.</p> <p>Over the four days, the importance of consistent strategies across an entire school were explored. The student centred approach provided teachers, leaders and support staff with the knowledge of how to foster student willingness and capacity for school achievement.</p> <p>Other areas of Professional Development included:</p> <ul style="list-style-type: none"> <li>• Child Safety, Mandatory Reporting and Code of Conduct</li> <li>• First Aid, including Anaphylaxis and Asthma training</li> <li>• Leadership Development</li> <li>• Mental Health and Wellbeing (Mental Health First Aid)</li> <li>• Using Data to inform teaching practice.</li> <li>• VCAA study designs</li> <li>• Understanding of adjustments to support student learning</li> </ul>	
Number of teachers who participated in PL in 2024	124
Average expenditure per teacher for PL	\$837.00

## 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 and professional support.

The College provides free counselling through Access EAP for those who need additional support.

Through the provision of professional learning and wellbeing support, teachers provide quality teaching and pastoral care for the students in the Loyola College community.

The 2024 MACSSIS data (Melbourne Archdiocese Catholic Schools School Improvement Survey) showed a positive school climate, particularly in the following areas:

- Approachable Leaders - 80%
- School Leaders respect staff - 87%
- Teachers feel success in their roles - 77%
- Collegiality - 76%

Teacher Qualifications	
Doctorate	3
Masters	38
Graduate	45
Graduate Certificate	8
Bachelor Degree	99
Advanced Diploma	5
No Qualifications Listed	0

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	142
Teaching Staff (FTE)	134.36
Non-Teaching Staff (Headcount)	94
Non-Teaching Staff (FTE)	74.58
Indigenous Teaching Staff (Headcount)	2



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## Community Engagement

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### Goals & Intended Outcomes

At Loyola College we are committed to ensuring that our families celebrate a strong affiliation with the school and current research indicates a positive reputation within our internal and wider community.

We seek to maintain an ongoing culture of welcome and hospitality, where all community members feel known and valued.

### Achievements

- Strong attendance from both internal and external community members at our major events including the 2024 College Musical - 'Mamma Mia!' and Twilight Christmas Market & Carols Evening
- 90% increase in content reach on the College Instagram Page across the 2024 calendar year (when compared to previous 12 month period)
- 147% increase in content reach on the College Facebook Page across the 2024 calendar year (when compared to previous 12 month period)
- 7.6% increase in followers on the College Facebook Page across the 2024 calendar year
- An average of over 80 families attending each monthly School Tour
- Over 200 families in attendance at the 2024 Open Day
- The launch of a new College Alumni Network via the 'Alumnly' platform - allowing past students and staff to connect with one another whilst also ensuring their contact details remain up-to-date with the school
- Continued growth with our Alumni network and successful College Reunions and connection opportunities.
- Successful parent-coordinated events including an annual fundraiser and multiple Working Bee events

### Parent Satisfaction

In 2024, parent satisfaction was demonstrated through:

- Indications via the 2024 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 83% of parents feel welcome when entering the school grounds
- Indications via the 2024 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 77% of parents feel comfortable reaching out to the school

for support. This figure shows a 15% increase in positive response rates when compared to 2023

- Strong attendance at information nights and Parent Teacher Student Interviews and special Assemblies
- Continued 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). Capacity attendance at our Mothers' Day and Fathers' Day Breakfasts, and Grandparents' Mass and Morning Tea as well as a strong parental presence 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 as well as music and drama performances
- Excellent two-way communication with families via Social Media, Email, SMS, the fortnightly Newsletter, the Parent Portal as well as the College website



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## Financial Performance

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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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.loyola.vic.edu.au](http://www.loyola.vic.edu.au)



Melbourne Archdiocese  
Catholic Schools

