



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



Loyola College

325 Grimshaw Street, WATSONIA 3087

Principal: Alison Leutchford

Web: www.loyola.vic.edu.au

Registration: 1810, E Number: E1317

Principal's Attestation

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 2024

About this report

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](#).

Governing Authority Report

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 MACS 2030 – 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 supports 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

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, as well as in play and work.



Principal's Report

It is with great pleasure that I present our 2023 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 in the Ignatian tradition. Intellectual formation is a core element of our holistic education, where commitment to the care of the entire person and our pursuit of excellence is at the forefront of learning experiences. It is our hope that students will always strive to be the best version of themselves, and that they will use their gifts and talents in the service of others.

The College theme for 2023 was *“Go on with Strength and Courage.”* (Mary MacKillop). Throughout 2023, students were consistently challenged to “step up” and “lean in” and to persevere in the face of adversity.

This was certainly the spirit of the new Senior Leadership team (Consult) who in 2023, responded to the 2022 School Improvement Survey data to be leaders who listen and create an environment of psychological safety. The goals for the year were to continue to re-engage students with their learning and with community norms and expectation. The impact of COVID-19 continued to be felt in our community and focus was placed on building connection and belonging.

Loyola College underwent a Victorian Registration and Qualifications Authority (VQRA) review in 2023. The report noted our outstanding approach to wellbeing and the strong community partnerships, where parents, staff and students work together for the benefit of learning and wellbeing.

A School Improvement Plan (2023 – 2027) was developed in 2023 to shape future directions and to demonstrate commitment to improvement.

After the opening of the Cardoner Building in 2022, plans were finalised for a new Science Technology Engineering and Maths (STEM) facility. Building is set to commence in 2024. The facility aims to revolutionise scientific education in the Loyola community. STEM teaching will be revitalised and 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 completion of the STEM building will mark the end of the current Facilities Master Plan. Consultation and collaboration with staff, students and parents commenced in 2023 to ensure forward planning for future facilities. The next Master Plan will be finalised in 2024.

Across 2023, Loyola continued to work to ensure an inclusive learning and collaborative learning environment with a view to improving student engagement, voice, and agency. A consistent approach was adopted to build active and independent learners.

The College continues to offer a broad co-curriculum program, which nurtures the gifts and talents of our students. Activities fall broadly into one of 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), Loyola College continued to compete weekly. Loyola College fielded over 50 teams each week, across the Summer and Winter seasons.

Aspects of school performance are shared regularly with families and the community via the Ignatian Newsletter, our annual 'Conversation' magazine, our bi-annual Alumni magazine 'The Companion', 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.

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. The report represents the wide range of activities, opportunities, achievements and learning experiences that took place throughout 2023.

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



Catholic Identity and Mission

Goals & Intended Outcomes

Loyola College continued to cultivate a strong Ignatian charism, fostering the development of the whole person and encouraging each student to be people for and with others. A concerted effort was made to link this service to student faith and spirituality.

Achievements

- Students successfully raised \$40,000 for their respective House Charities and Project Compassion. They also ran successful fundraising-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 and Pedagogy of Encounter were fully implemented into the RE curriculum.
- Outreach programs and experiences were expanded for students and staff e.g. Exodus Community, St Pius Reading.

Value Added

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

- A unique Catholic identity with a strong adherence to the Ignatian charism, evident in the physical and affective aspects of 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. 2023 MACSSIS data revealed an incremental increase in the perception of how Religious Education relates to students' lives, however as this survey was taken in May, the full effect of Pedagogy of Encounter was difficult to quantify.
- College, Parish-based House Masses, Religious Education Class Eucharistic Celebrations & the Sacrament of Reconciliation were celebrated in the Loyola Community.
- A vibrant inclusive focus on prayer that included a streamed weekly 'Examen' prayer reflecting contemporary themes, contributed to by a wide range of the College community.

- A commitment to interfaith dialogue through City Experience and curriculum initiatives along with Indigenous related events (The Long Walk, Dreamtime at the G etc) in 2023.
- Establishment of a Culturally Safe Steering Committee to ensure the experiences of Aboriginal children and young people are respected and valued.
- 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.
- 2023 MACSSIS and School Review data shows an increase in all areas in the Catholic Identity domain particularly amongst staff and students.
- Commitment to staff, student and parent formation through professional development, active Jesuit & Companions Schools Australia (JACSA) membership, MACS and JACSA formation programs, our Ignatian Charism Evening for parents along with other various parent and community events and programs – we have seen a slight uptick in the families that identify as Catholic in our 2023 dataset from MACSSIS.
- Fundraising for a broad range of charities with Catholic charities given priority along with involvement in social justice initiatives and events.
- An International Immersion Program has been re-introduced with a Philippines Immersion Tour and East Timor Immersion Tour and was successfully run in July and September 2023.



Learning and Teaching

Goals & Intended Outcomes

In 2023, the Teaching and Learning goals at Loyola College were to:

- Identify a clear vision for teaching and learning at Loyola.
- Identify what a relevant curriculum looks like.
- Enhance student engagement, agency and advocacy in the classroom.

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

- A curriculum review was conducted, and new changes implemented, focusing on Years 7, 8 and 10.
- A more rigorous Accelerated Process for Units 1/2 was introduced.
- The implementation of Catholic Social Teaching aspects across the Curriculum continued.
- AI was acknowledged and integrated into the Assessment Process.
- Developments at VCE continued. Rigour and processes were enhanced including Atypical, late withdrawal and Breach of Rules.
- Professional Learning delivered by Berry Street and Tom Brunzell was taken into Learning:
 - Brain breaks
 - Consistent Predictable Adults (CPA) were encouraged and embedded
 - Consistent Predictable Routines (CPR) into all classrooms.
- Coaching Companions were further embedded to improve student learning outcomes.
- Student voice opportunities were provided in the classroom.
- Increased learning time was enabled for Year 7 in February 2024 through changes in the Digital Device Process. Collection was conducted during the holiday period and training was limited to one morning (rather than the first week).

Achievements

VCE data along with ATAR figures in 2023 continued to be strong:

- College Dux and Proxime achieved scores of 97.3 and 94.2 respectively.
- 171 students in the Year 12 cohort applied for tertiary study through VTAC.
- 98% of students received an offer.
- 80% of students received a top 2 offer.
- La Trobe University was the preferred destination with 55% of students being offered a place at this institution.

Destinations for the 2023 VCE VM students (22) are as follows:

- Apprenticeship (9 Students)
- Full Time Employment (4 Students)
- Further Study (4 Students)
- Travelling (2 Students)
- Gap Year (3 Students)

In 2023, 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.

Student Learning Outcomes

2023 saw changes to NAPLAN reporting. As a result, 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.

The numerical NAPLAN bands and the national minimum standard was replaced by four levels of achievement. These provided teachers and parents better information about what a student can do.

Levels of Achievement:

- Exceeding
- Strong
- Developing
- Needs Additional Support

As a result of the new changes in 2023, comparisons to previous year results are not possible. A summary of the 2023 results can be found below. As is evident, Loyola results exceeded all domains compared to State and national results.



NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	551	75%
	Year 9	575	71%
Numeracy	Year 7	557	82%
	Year 9	588	81%
Reading	Year 7	564	86%
	Year 9	589	80%
Spelling	Year 7	551	81%
	Year 9	581	83%
Writing	Year 7	571	85%
	Year 9	603	80%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	99.50%
VCAL Completion Rate (VCAL Intermediate)	*

*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.

Post-School Destinations as at 2023	
Tertiary Study	81%
TAFE / VET	4%
Apprenticeship / Traineeship	8%
Deferred	*
Employment	3%
Other - The category of Other includes both students Looking for Work and those classed as Other	4%

Data is based on On Track Year 12 completer survey 2023 for Post School Destinations of Year 12 or equivalent completers in 2022.

* indicates no data reported for schools with any of the following:

- (i) less than 10 Year 12 completers,
- (ii) less than 10 On Track respondents,
- (iii) less than 50% consent rate,
- (iv) less than 50% response rate or
- (v) less than 20% of the Year 12 cohort participating in the survey.



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.
- Our wide range of Wellbeing programs continued to offer support not just to students, but also their families. This includes various activities in the area of Positive Education through an Ignatian Lens.
- The development of a new staff role 'Director of Students' - given the increasing number of student wellbeing issues - which is set to be introduced in 2024.
- Training staff in Mental Health First Aid.

Child Safety:

In 2023, 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.
- 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. This communication comes in many forms including our annual 'Conversation' magazine, our Loyola College Alumni Association magazine - 'The Companion', our College website, parent portal, House LMS pages 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 students' school experience, as well as exemplifying how the College lives out its Vision and Mission Statement whilst also fulfilling its School Improvement Plan (2020 – 2023).

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
- House Mass
- House Celebration Day Liturgy

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, Student Engagement Coaches, 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 people for and with others in our Student Leadership Program.
- Employment of an additional Student Engagement Coach.
- 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.
- Music Band Camp
- Sponsorship of student awards by members of the College and wider community.
- Year level leadership days
- College Awards Evening
- Reflection Days
- STEM day

- 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

Student Satisfaction

Throughout 2023, 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 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.
- 82% of staff indicate that the concerns of students or staff could be raised with Leadership.
- 77% of students indicate that Teachers are respectful toward them.
- Addressing Child Safety matters as a standing item in all meetings.
- Weekly use of the school's BLOUM Wellbeing App to support 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 attendance via Teacher Staff Meetings, Newsletter items, Social Media posts etc. is an ongoing commitment to ensure maximum student attendance.

Years 9 - 12 Student Retention Rate	
Years 9 to 12 Student Retention Rate	90.2%

Average Student Attendance Rate by Year Level	
Y07	93.0%
Y08	91.6%
Y09	90.1%
Y10	91.9%
Overall average attendance	91.6%



Leadership

Goals & Intended Outcomes

Throughout 2023, the College Leadership Team continued to embrace its shared responsibility toward maintaining a vibrant school culture and climate. Middle and Senior leaders collaborated on the following objectives:

- Ensuring staff are comfortable to use their voice in the knowledge that the College continually seeks to foster an environment of psychological safety, based on trust and respect for others.
- Maintaining a culture of listening, dialogue, collaboration, and discernment so that staff feel their views are heard and canvassed.
- To be present leaders, visible and present at college events and on a day-to-day basis.
- To adopt coaching conversations as an approach for building capacity in both senior and middle leaders.

Achievements

- College Leadership participated in regular informal learning walks.
- Tailored professional learning in coaching and difficult conversations.
- Formal and ongoing coaching of middle and senior leaders via a dedicated Leadership Coach.
- College Leadership given regular feedback via line managers.
- 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.
- Engagement in Melbourne Archdiocese Catholic Schools (MACS) Leadership Program.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023
<p>The College allocates a generous budget toward building a strong teaching and support staff.</p> <p>The total budget for professional expenditure in Professional Learning at Loyola College in 2023 was \$156,640.17. Of this amount, \$130,415.10 was spent on the up-skilling of teaching staff and \$24,255.07 was spent on building the capacity and capabilities of our support staff.</p> <p>The College embarked on a two-year commitment (2023- 2024) to work with Dr. Tom Brunzell - Director of Education at Berry Street. The Berry Street Education Model (BSEM) is based on classroom strategies informed by Berry Street's approaches to trauma-informed learning and the science of wellbeing.</p> <p>Over four days, the importance of consistent strategies across an entire school were explored, including both CPR (Consistent Predictable Routines) and CPA (Consistent Predictable Adults). The student-centered strategies provided teachers, leaders, and support staff with the knowledge of how to foster student willingness and capacity for school achievement.</p> <p>The BSEM Professional Learning explored four different themes:</p> <ul style="list-style-type: none">• Body (2023)• Relationships (2023)• Stamina and Engagement (2024)• Character (2024) <p>Professional Development was also addressed in the following areas:</p>

Expenditure And Teacher Participation in Professional Learning	
<ul style="list-style-type: none"> • Leadership Development. • First Aid, Anaphylaxis, CPR, Epilepsy and Asthma. • Mandatory Reporting and Child Safety Standards. • Mental Health and Wellbeing. • Engagement • Literacy and Numeracy. • Using Data to Inform Teaching Practice. • VCAA Study Designs. • Vocational Education and Training. • Sustainability. • Intercultural Practices. • Understanding of Areas of Disability and Their Impact on Learning (e.g., Dyslexia). • Understanding of Adjustments for Disability. 	
Number of teachers who participated in PL in 2023	124
Average expenditure per teacher for PL	\$1263.22

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 organizing 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 2023 MACSSIS data (Melbourne Archdiocese Catholic Schools School Improvement Survey) showed a positive school climate, particularly in the following areas:

- School leaders work in the interest of the school (86%)
- Friendly School Leaders (86%)
- School Leaders Respect for Staff (86%)
- Teacher feels Success in their Role (81%)
- Access to student data to inform learning (86%)
- Access to Professional Learning (77%)
- Leadership support of instructional decisions (80%)

Teacher Qualifications	
Doctorate	1.4%
Masters	17.1%
Graduate	21.0%
Graduate Certificate	2.9%
Bachelor Degree	48.6%
Advanced Diploma	3.8%
No Qualifications Listed	5.2%

Staff Composition	
Principal Class (Headcount)	7
Teaching Staff (Headcount)	132
Teaching Staff (FTE)	124.0
Non-Teaching Staff (Headcount)	89
Non-Teaching Staff (FTE)	79.2
Indigenous Teaching Staff (Headcount)	2



Community Engagement

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

- Continued strong attendance from both internal and external community members at our major events including the 2023 College Musical - 'All Shook Up' and Twilight Christmas Market & Carols Evening.
- 13.5% increase in followers on the College Instagram Page across the 2023 calendar year.
- 22% increase in followers on the College Facebook Page across the 2023 calendar year.
- An average of over 80 families attending each monthly School tour.
- Approximately 250 families in attendance at the 2023 Open Day.
- The launch of a new College Website - tailored to provide quality content across multiple mediums regarding College programs and opportunities.

Parent Satisfaction

In 2023, parent satisfaction was demonstrated through:

- Indications via the 2023 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 78% of parents are highly likely to recommend Loyola College to someone else.
- 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.
- 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 Mother's Day and Father's 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.



Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

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