



Melbourne Archdiocese
Catholic Schools

2025

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 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 14 May 2026

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

Melbourne Archdiocese Catholic Schools (MACS) continues to take bold and ambitious steps, guided by our MACS2030 strategy, to empower our students to flourish and step into the world as the leaders of tomorrow.

In advancing our 2030 vision and our ambition to deliver world-leading Catholic education, we celebrate the significant progress made across our four areas of strategic focus. The safety and wellbeing of our staff and students underpins everything we do, enabling an environment where learning grows with purpose, leadership develops in capability and confidence, and our communities continue to thrive through our shared Catholic outlook.

Inspired by faith in the Jubilee Year of the Catholic Church in 2025, we successfully implemented our Faith Formation Framework, to further strengthen faith education, offering deeper opportunities for spiritual development and meaningful engagement for students, staff and leaders alike. Faith is at the heart of all our schools, grounding our mission and inspiring students, teachers and staff to grow and lead with integrity.

The official launch and implementation of the Vision for Engagement (VFE) strategy demonstrated impressive results in our community of Flourishing Learners.

Anchored in evidence-based practise, the VFE strengthens our system-wide teaching and learning approach and enhances the daily engagement of students through the explicit teaching of positive behaviour, reinforcement and consistency. It sets clear expectations about attendance and includes a sustained focus on student mental health and wellbeing.

For learners to flourish, students must be safe, which is why we are continuing to strengthen our safety processes and risk management culture. Our focus is on providing training and professional development for all staff to ensure student safety remains top of mind in every decision we make, every environment we shape and every interaction we have.

To strengthen the pillar of enabled leaders, MACS has established consistent standards across schools for cultivating inspiring, capable leaders for students to observe.

In the past year, our Pathways to Principalship Programme and Women in Leadership Programme have both strengthened our principal appointment process and introduced more flexible models of principalship.

It is inspiring to see our principals and teachers continue to raise the bar, reflected in the extraordinary number of nominations received in our Best Teachers campaign.

Finally, we continue to create new and enriched communities, with the opening of a new primary school and children's hub in Melbourne's growing north, ensuring families have access to high quality education no matter where they live.

MACS Early Years Education (MACSEYE) continues to expand early years and outside school hours care services across our schools and communities, with continued growth planned for 2026.

These investments are not simply about building infrastructure. They are about building a dynamic, Catholic education system where every child has an opportunity to learn, grow and thrive.

Thank you to all our students, staff, families and community members for being part of our journey so far, and we look forward to continuing to serve as a supportive and guiding presence in your children's lives.

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 instill 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, as well as in play and work.



Principal's Report

It is my pleasure to present the 2025 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 prioritise 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 2025 was '*Companions of Hope*' reflecting the school's Ignatian commitment to forming a community that walks together with care, purpose and faith. Grounded in the Ignatian tradition of accompaniment, this theme emphasised the importance of relationships, shared responsibility and respect for the dignity of every person. Hope, within this context, is active and life-giving, encouraging resilience, discernment and a commitment to justice and the common good. Through this shared focus, Loyola College sought, and continues to seek to nurture students who are reflective, compassionate and courageous, equipped to contribute positively to their communities and to a complex and changing world.

School Improvement Plan (2024-2027) & Annual Action Plan:

Throughout 2025, the College continued to implement the School Improvement Plan (2024–2027), focusing on the following key areas:

1. Strengthen Faith Formation Programs

During the year, Loyola College intentionally strengthened faith formation across the whole community through a coordinated and inclusive approach. Regular faith formation sessions and retreats were offered for students, staff and parents, providing meaningful opportunities for prayer, reflection and spiritual growth. In addition, resources and practical supports were created to assist families in nurturing faith at home.

A comprehensive Religious Education program was further developed to engage learners at all levels, with explicit connections made between Gospel values, faith formation and outreach.

Together, these initiatives enhanced faith formation opportunities across the College, contributing to increased participation, deeper engagement and the continued growth of a strong and connected faith community.

2. Improving Student Attendance

During the 2025 school year, Loyola College maintained a strong focus on promoting regular student attendance, recognising its critical role in supporting learning continuity, academic achievement and student wellbeing. Attendance data highlighted ongoing challenges, particularly within targeted cohorts experiencing increased absenteeism due to a range of social, emotional and engagement factors.

In response, the College continued to evaluate the effectiveness of existing attendance processes, refining practices as required to better support students and families. A deeper understanding of the underlying causes of absenteeism was developed through targeted monitoring and follow-up, while consistent communication reinforced the importance of regular attendance and the adverse impact of extended absences.

As a result of these strategies, Loyola College observed a gradual improvement in attendance outcomes, including an increase in the number of students within targeted cohorts attending school at rates of 90 per cent or higher.

3. Enhancing Learning

Across 2025, the College maintained a clear and focused approach to teaching and learning, grounded in the consistent use of explicit instructional practices to support improved student outcomes. Staff engaged in regular learning walks across the College, providing valuable opportunities to observe classroom practice, reflect collaboratively and give purposeful feedback. This feedback was delivered through a coaching approach, supporting teachers to refine their practice and strengthen consistency in teaching across learning areas.

A key priority throughout the year was the continued improvement of Literacy and Numeracy, recognising these foundational skills as essential enablers of learning across all subjects. Targeted strategies and shared pedagogical approaches were embedded to build student capability in reading, writing and numeracy, enhancing engagement and achievement across the curriculum. Collectively, these initiatives grow instructional practice, promoted professional growth and supported improved learning outcomes for all students.

4. Leadership Development

The College sought to strengthen a leadership culture grounded in discernment, ensuring that decision-making was reflective, inclusive and aligned with Ignatian principles. Conversations in the Spirit was adopted as a shared model for decision-making, encouraging leaders to listen attentively, remain open to diverse perspectives and discern the most appropriate course of action through prayer, reflection and respectful dialogue.

As part of this commitment, the principal undertook formal training in discernment through the Leadership for Mission program, with key learnings shared across the community to build a common understanding of discernment as a distinctive feature of Ignatian leadership. This approach was further modelled and extended to middle leaders, supporting them to adopt communal discernment practices within their own teams and strengthening coherence, trust and mission focused leadership across the College.

Facilities

The College celebrated the completion of a new facility, The Ricci Centre, marking a significant milestone in our commitment to contemporary teaching and learning. The Ricci Centre provides purpose built, flexible learning spaces that support inquiry, collaboration and innovation, particularly within Science, Technology, Engineering and Mathematics. These environments enhance student engagement and deepen learning by enabling hands-on experiences, problem-solving and the development of critical and creative thinking skills aligned with the College's instructional approach.

As the Ricci Centre reached its final stages, the College also undertook consultation with key stakeholders in preparation for the development of a new Asset Masterplan. This forward focused plan will prioritise the upgrading of older facilities and the creation of learning spaces that are aligned with Loyola College's explicit teaching practices, ensuring that the physical environment continues to support high quality learning across all areas of the curriculum.

Co-curriculum

The education of the whole person remained central to the College's mission, recognising that students flourish when their intellectual, spiritual, social, creative and physical gifts are nurtured alongside academic learning. Throughout 2025, the College continued to offer a diverse and inclusive co-curricular program designed to support this holistic formation and to provide all students with opportunities to develop their unique talents and interests.

Co-curricular offerings were structured across five key areas: Christian Service, Clubs and Societies, Performing Arts, Public Speaking and Debating, and Sport. Through participation in these programs, students were encouraged to grow in confidence, leadership, teamwork and compassion, while deepening their sense of belonging and purpose. Collectively, these opportunities enriched the student experience and supported the development of well-rounded young people prepared to contribute positively to their communities.

As a founding member of the Association of Coeducational Schools (ACS), students participated in weekly competitions, fielding over 50 teams each week across summer and winter seasons.

Communication and Community Engagement

School performance updates were regularly shared with families and the community through the 'Ignatian Newsletter', the annual 'Conversation Magazine', the bi-annual Loyola College Alumni Association (LCAA) 'Companion Magazine', the College website, and various social media platforms.

Opportunity for conversation is provided at Parent Information Evenings and Parent-Student-Teacher Interviews. Loyola College has a strong commitment to working in partnership with parents, recognising families as key partners in the education and formation of students.

Throughout the year, the College provided a range of meaningful opportunities for parents to engage with and contribute to the life of the school community. These included House masses, various community events and support of the Performing Arts and Working Bees.

Through open communication and active involvement, Loyola College continued to foster positive and respectful partnerships with parents, strengthening the sense of community and supporting the holistic growth and wellbeing of all students.

Compliance

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



Catholic Identity and Mission

Goals & Intended Outcomes

In 2025, Loyola College continued to live out its commitment to the Catholic tradition and the Ignatian charism, nurturing the integral formation of each member of the College community. Guided by the Ignatian call to be people for and with others, students, staff, and families were encouraged to integrate service, faith, and personal values into their daily lives, strengthening both individual and collective purpose.

The College's goals and intended outcomes for the year included:

1. Strengthening Community Engagement

Building and deepening partnerships with local organisations to expand opportunities for meaningful service and outreach for students and staff.

2. Enhancing Spiritual Formation

Broadening retreat programs and introducing new opportunities for Accreditation formation sessions for staff, prayer and spiritual reflection to support the faith journeys of the College community.

3. Fostering Inclusivity and Diversity

Cultivating a welcoming and inclusive culture that celebrates and respects the rich diversity of identity, background, and experience within the Loyola community.

4. Promoting Sustainability and Stewardship

Advancing environmentally responsible practices that nurture ecological awareness and inspire action grounded in care for our common home.

5. Pursuing the Magis

Strengthening learning experiences that challenge students to grow intellectually, ethically, and spiritually, forming reflective, curious, and engaged learners.

Achievements

In 2025, Loyola College continued to authentically live its Catholic and Ignatian identity, with notable achievements that strengthened faith formation, justice, reconciliation, and community engagement.

Faith Formation and Spiritual Life

- Expanded retreat opportunities across year levels, providing students with structured spaces for reflection, prayer, and discernment grounded in Catholic and Ignatian spirituality.
- Deepened the use of Ignatian pedagogical practices, including reflection and Examen, within Religious Education and broader learning contexts.
- Strengthened staff faith formation through mission-focused professional learning aligned with Jesuit and MACS Accreditation expectations.

Ignatian Mission in Action

- Reinforced the Ignatian ideal of being people for and with others through service learning initiatives that connected students' faith with action for justice.
- Integrated Catholic Social Teaching more intentionally across learning programs and community experiences.

Reconciliation and Aboriginal Spirituality

- Continued to refine the College's Reconciliation Action Plan (RAP), marking a significant commitment to truth-telling, respectful relationships, and justice for First Nations Peoples.
- Established and blessed the Ngurra Indigenous Garden, providing a sacred space for prayer, learning, and connection to Country.
- Participated in the Long Walk Home initiative with Eddie Betts and engaged students in AFL Dreamtime at the 'G, deepening awareness of Aboriginal culture and reconciliation.

Inclusivity, Belonging, and Intercultural Understanding

- Celebrated Harmony Day and other intercultural initiatives that affirmed the dignity of every person and reflected the Catholic belief in the unity and diversity of humanity.
- Fostered a welcoming school culture where diversity was recognised as a gift, consistent with Gospel values and Ignatian hospitality.

Community Engagement and Social Justice

- Strengthened partnerships with local parishes, organisations, and service groups, enhancing opportunities for student and staff outreach.
- Encouraged student leadership in social justice initiatives that responded to local and global needs through prayer, advocacy, and service.

Ecological Justice and Stewardship

- Advanced ecological awareness through sustainability initiatives inspired by 'Laudato Si', encouraging students to act as responsible stewards of creation.

- Linked environmental action with faith reflection, reinforcing care for our common home as a core expression of Catholic mission.

Mission Leadership and Culture

- Maintained a clear and visible focus on Catholic Mission and Identity in College planning, events, and communications.
- Strengthened leadership structures that ensured mission alignment across liturgy, curriculum, pastoral care, and community life.

Living the Catholic and Ignatian Mission and Identity in 2025

Throughout 2025, Loyola College continued to actively live and deepen its Catholic and Ignatian Mission and Identity through the following initiatives and practices:

- A strong and distinctive Catholic identity, grounded in the Ignatian tradition, visibly expressed through the College's culture, service initiatives, and sense of community.
- A rich and engaging Religious Education program, incorporating Youth Ministry classes, Christian Service learning, reflection and retreat experiences, and active engagement with social justice issues. MACSSIS data in 2025 continued to reflect a growing appreciation, particularly among junior students, of the relevance of Religious Education to their lived experiences.
- Ongoing celebration of the Eucharist through House Masses, Religious Education class Masses, and regular opportunities for students to access the Sacrament of Reconciliation.
- A prayerful and inclusive spirituality fostered through student leadership, including weekly streamed Examen reflections that explore contemporary themes and invite broad student participation.
- A strong commitment to interfaith dialogue and reconciliation, demonstrated through the continued use of the Yarning Circle and curriculum experiences and events such as The Long Walk Home with Eddie Betts, smoking ceremonies, Fire Carrier engagement, and participation in Dreamtime at the 'G.
- A full liturgical calendar celebrated across the year, including the Opening College Mass, Graduation Mass and Ceremony, ANZAC Day liturgy, Ash Wednesday, Mother's and Father's Day liturgies, Grandparents' Day, and the Community Memorial Mass.
- Meaningful celebration of the Feast of St Ignatius, affirming the College's spiritual heritage and Ignatian foundations.
- Ongoing mission leadership and support through the dedicated roles of the College Youth Minister and Parish Liaison Officer.

Value Added

MACSSIS survey results in 2025 continued to indicate a strong perception of Catholic Identity within the College community, particularly among staff and junior students.

Engagement among senior students and parents remains a focus for further growth and reflection, however continue to be addressed with the intended introduction of Kairos student retreat in 2026, the annual Ignatian Charism family evening and formation of the School Advisory Council.



Learning and Teaching

Goals & Intended Outcomes

In 2025, the Teaching and Learning goals at Loyola College were to:

- 1. To ensure students are engaged, motivated and committed to becoming lifelong and independent learners through a Vision for Learning.**
- 2. To improve student achievement in numeracy in Years 7-9.**
- 3. To improve student achievement in writing in Years 7-9**

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

- The Director of Learning conducted Learning Walks across all faculties to gain a whole-school perspective on teaching and learning.
- A student perception survey was conducted with students in Years 7-12 to gauge feedback on engagement and learning.
- Feedback from the survey and Learning Walks provided the vision and direction for Learning in 2025.
- A targeted focus on problem-solving in Mathematics and Science commenced in 2025, with expansion planned for 2026.
- A writing framework and command terms were trialled in English and Humanities in 2025, with wider implementation scheduled for 2026.
- A comprehensive curriculum review resulted in key developments:
 - VCE Vocational Major students were provided with the opportunity to study a VCE subject in place of Workplace Learning.
 - Digital Learning was introduced as a subject at Year 7.
 - New elective offerings added at Years 9 and 10 with view to building greater engagement in learning.
- Gifted and Talented profile and opportunities expanded through the Gifted & Talented Annual Research Project and the Tournament of Minds co-curricular program.
- VCE outcome prediction was explored using data analysis and collaborative discussion.
- Professional Learning was delivered through Teaching and Learning meetings and Professional Learning Days which centred on relationships and Explicit Instruction.
- Core teaching practices and priorities were reinforced: routines, clear expectations, safe cold calling, and explicit instruction.
- MACS WalkThrus were implemented as a professional learning tool to assist staff in managing challenging classes and refining practice.

- Victorian Curriculum 2.0 was embedded in English and Mathematics and explored in the 2026 subjects ready for implementation in 2026.
- New curriculum documentation was introduced for 2026. This was so highly valued, with most staff adopting it across Years 7–10.

Achievements

VCE data along with ATAR figures in 2025 continued to be strong and were the best the College has achieved in the last 6 years:

- College Dux and Proxime achieved scores of 98.35 and 98 respectively.
- Seven Year 11 accelerated students achieved study scores of 40 or above in their respective accelerated subjects.
- For the third consecutive year, one student achieved a study score of 50 (General Maths).
- 49% subjects achieved a median study score of 30 or above.
- 10.09% of students received an ATAR of above 90.
- La Trobe University was the preferred destination with 55% of students being offered a place at this institution.

Student Learning Outcomes

A summary of our 2025 results can be found below. Whilst it is not shown in the data table, we are proud to report that Loyola College results exceeded all domains when compared to our State and National averages.

As a result of continued enrolment growth and interest in the College, a range of new teaching staff and leaders brought fresh perspectives and the chance to strengthen induction processes, which created opportunities to refine how our teams are supported.

Increasing feedback from parents and students reflected a community that is deeply invested in teaching quality, creating momentum to further develop staff capability, particularly in a competitive teacher recruitment environment.

The successes of 2025 also allowed us to plan accordingly for further growth in 2026, identifying a strong potential to enhance curriculum alignment in Years 9 and 10, especially across the Arts and Technology, and to elevate the school's use of data so that accuracy, consistency, and insight more powerfully drive teaching and learning improvement.

NAPLAN - Proportion of students meeting the proficient standards					
Domain	2025 (current year)			2-Year Average	
	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	556	76%	555	75%
	Year 9	576	66%	572	63%
Numeracy	Year 7	567	83%	562	82%
	Year 9	581	75%	577	73%
Reading	Year 7	557	84%	560	84%
	Year 9	586	78%	586	78%
Spelling	Year 7	549	80%	548	80%
	Year 9	577	83%	573	82%
Writing	Year 7	573	83%	574	84%
	Year 9	611	84%	605	82%

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

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate	99.20%
VCE VM Completion Rate	94%
VPC Completion Rate	*

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

Post-School Destinations as at 2025	
Tertiary Study	72%
TAFE / VET	11%
Apprenticeship / Traineeship	7%
Deferred	0%
Employment	5%
Other - The category of Other includes both students Looking for Work and those classed as Other	5%



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 to provide the following information, evidence of our continual improvement within the Student Wellbeing domain. In particular, student attendance and retention rates, the excellent results of our graduating cohort, 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 School Improvement Plan.

Achievements

- An increase in the number of students taking up leadership roles has led to greater 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 Mentor program and the Student Personal Development program.
- The role for the Director of Students continued to be invaluable in assisting with wellbeing matters, including monitoring student attendance.
- Ongoing commitment to training of staff in Mental Health First Aid.
- The Teen Mental Health First Aid program for our Year 10 students continued to be a yearly occurrence. By 2026, all senior students will have taken part in the program.

Child Safety:

In 2025, the College achieved 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 all 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.
- Implementation of specific student-focused professional development sessions facilitated by College Counsellors include the following themes and topics:
 - **Year 7:** Conflict & Bullying
 - **Year 8 and Year 11:** Consent

- **Year 9:** Empowering Women
- **Year 10:** Managing Strong Emotions, Community Mental Health & Seeking Help
- **Year 9 and Year 10:** Developing Men of Honour & Positive Masculinity
- **Year 9 and Year 10:** Positive Body Image
- **Year 11:** Sense of Self & Identity
- Inclusion 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 Counsellors to engage with personnel from Orange Door 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 the 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 student's 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:

- Ongoing implementation of the Wellbeing App - BLOUM - to support student wellbeing
- 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
- The introduction of a seventh House to enhance the mentor program and connection with Mentors and Head of House.
- 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 event.

Leadership and Pathway Programs:

- Increased focus on 'taking action' and being people for and with others through 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
- **Co-Curriculum Programs:**
- Extensive Co-Curriculum offerings 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 11 Presentation Ball
- Year 12: Retreat
- Year 12 Welcome Breakfast & Graduation Ceremony
- Communal gatherings which celebrate student success, such as College and House Assemblies
- Year 12 Welcome Breakfast Year 12 Graduation Ceremony
- House Competition culminating in the awarding of the Jace Dufty shield

Student Satisfaction

Throughout 2025, a high level of student satisfaction was evident through:

- Continued quality of educational partnerships between students and staff members
High student retention rates
- 85% of students stated that doing well at school was important to them (via the 2025 MACSSIS)
- 80% of students felt that they had a member of staff who they would feel comfortable expressing concerns to, should these arise
- 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
- Accompaniment of students through Year 7 to 12, via the Vertical Mentor system.
- High levels of participation and involvement in activities scheduled during Activities Week
- Addressing Child Safety matters as a standing item in all meetings
- Fortnightly 'check-ins' with the school's BLOUM Wellbeing App to support student wellbeing/child safety
- Active involvement in a number of Jesuit and Ignatian Schools' events including the Annual Debating Competition, Girls' Sport Championship 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 continued to monitor student attendance and punctuality. 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	91

Average Student Attendance Rate by Year Level	
Y07	93.17
Y08	91.84
Y09	91.05
Y10	90.41
Overall average attendance	91.62



Leadership

Goals & Intended Outcomes

Across 2025, 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. To build the skills of Middle Leaders to enable them to plan, implement, and monitor the College's improvement agenda.**
- 2. To further develop leadership capacity, fostering cohesive, high-performing teams that thrive through trust, collaboration, and shared accountability.**
- 3. To ensure change management processes are strengthened to ensure reciprocal consultation and collaboration.**
- 4. To embed a culture of psychological safety to ensure open and honest consultation and collaboration.**

Achievements

The following achievements were noted in 2025:

- 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 (e.g. House Assemblies, gate duty etc...).
- Senior Executive engaged in regular Learning Walks to show commitment to high quality teaching practice.
- An on-campus Leadership Development Program was provisioned through College Leadership meetings and the use of external facilitators on a regular basis.
- Numerous opportunities were provided for staff to engage with Ignatian leadership, a values-based approach that emphasises serving others, caring for the whole person, and making thoughtful, ethical decisions through reflection. It encourages leaders to strive for excellence (*Magis*) while promoting justice and the greater good.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2025

The College allocated 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.

During its 2025 full staff professional learning (PL) days, Loyola College focused on strengthening teaching practice through the integration of Ignatian pedagogy, Explicit Instruction, and a whole-school approach to literacy and numeracy. Staff engaged in targeted learning around clear learning intentions, structured lessons, and consistent instructional practices to support student understanding and achievement across all subject areas.

A strong emphasis was placed on student engagement in the classroom, with teachers exploring practical strategies to build positive relationships and actively involve students in their learning, fostering a supportive and inclusive environment aligned with the College's mission and commitment to '*cura personalis*', an Ignatian term meaning care of the entire person.

Other areas of Professional Development included:

- Child Safety, Mandatory Reporting and Code of Conduct
- First Aid, including Anaphylaxis and Asthma training
- Leadership Development
- Mental Health and Wellbeing (Mental Health First Aid)
- Using Data to inform teaching practice.
- VCAA study designs
- Understanding of adjustments to support student learning

Number of teachers who participated in PL in 2025	130
Average expenditure per teacher for PL	\$799.00

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 2025 MACSSIS data (Melbourne Archdiocese Catholic Schools School Improvement Survey) showed a positive response from teachers, particularly in the following areas:

- Approachable Leaders (74%)
- School Leaders respect staff (84%)
- Collegiality (79%)

The College Leadership works proactively to ensure the engagement and wellbeing of all support staff, believing that they are vital to a school community as they ensure the smooth day-to-day operation of the school and provide essential support to students, teachers, and families.

Teacher Qualifications	
Doctorate	4
Masters	33
Graduate	41
Graduate Certificate	7
Bachelor Degree	98
Advanced Diploma	7
No Qualifications Listed	30

Staff Composition	
Principal Class (Headcount)	5
Teaching Staff (Headcount)	138
Teaching Staff (FTE)	129.58
Non-Teaching Staff (Headcount)	89
Non-Teaching Staff (FTE)	73.48
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 strength in enrolment application and tour attendance data indicates strong engagement with our wider local community.
- Strong attendance from both internal and external community members at our major events including the 2025 College Musical, 'Shrek the Musical', Twilight Christmas Market & Carols Evening and Trivia Night Fundraiser.
- Content engagement on the College Instagram Page across the 2025 calendar year remained a significant strength.
- 56.9% increase in content engagement on the College Facebook Page across the 2025 calendar year (when compared to previous 12 month period)
- 9.6% increase in followers on the College Facebook Page across the 2025 calendar year
- An average of 60 families attending each monthly School Tour (excluding Open Day) - with a peak of 109 families.
- Over 325 families in attendance at the 2025 Open Day
- 759 registered and activated profiles on the Loyola College Alumni Network via the 'Alumnly' platform.
- Our inaugural 40 Year Reunion event held for the Class of 1985.
- Successful parent-coordinated events including an annual fundraiser and multiple Working Bee events

Parent Satisfaction

In 2025, parent satisfaction was demonstrated through:

- Indications via the 2025 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 80% of parents would likely recommend the school to others.
- Indications via the 2025 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that over two-thirds of the parent community find the school's online portal useful on a daily basis
- Indications via the 2025 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) that 71% of parents feel comfortable reaching out to the school for support.
- Indications via the 2025 MACSSIS (Melbourne Archdiocese Catholic Schools School Improvement Survey) also presented a 4% increase in parents who felt the school leaders were approachable when compared with 2024
- 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).
- Continued capacity attendance (including Waiting Lists) 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

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

