



# Loyola College Watsonia

## 2021 Annual Report to the School Community



Registered School Number: 1810

# Table of Contents

- Contact Details .....2
- Minimum Standards Attestation .....2
- Governing Authority Report .....3
- Our College Vision .....4
- College Overview .....5
- Principal’s Report .....6
- Education in Faith .....7
- Learning & Teaching .....8
- Student Wellbeing .....11
- Child Safe Standards .....16
- Leadership & Management .....18
- College Community .....21

## Contact Details

ADDRESS	325 Grimshaw Street Watsonia VIC 3087
PRINCIPAL	Joe Favrin
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9434 4466
EMAIL	principal@loyola.vic.edu.au
WEBSITE	www.loyola.vic.edu.au
E NUMBER	E1317

## Minimum Standards Attestation

I, Joe Favrin, attest that Loyola College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

25/02/2022

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Our College Vision

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

At Loyola College, our Vision and Mission Statement proclaims:

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

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

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

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

## College Overview

Loyola College is a Catholic co-educational College which operates in the Ignatian tradition. Since its foundation in 1980, the College has cultivated a strong Ignatian charism which fosters the development of the whole person encouraging each student to discover his or her God-given talents and to place these at the service of others. The College aspires to develop articulate, adaptive, discerning and confident young men and women of conscience committed to living the values of Jesus Christ in a global community. Loyola College is committed to providing its students with a broad range of opportunities to develop life-long connections with their learning. The College offers a supportive transition program through its base learning groups, which is further enhanced through a comprehensive Personal Development Program and House-based vertical pastoral care system.

## Principal's Report

It is with pleasure that I present this Annual Report of the 2021 College year. COVID-19 once again presented many challenges, but we were able to rise to the occasion of continuing to offer a quality educational experience under difficult circumstances. Over many years, Loyola College has developed a notable reputation of actively engaging families and the community in the learning experiences of our students. We are a College committed to 21st Century education and Catholic Education in the Ignatian tradition. Accordingly, we regularly share aspects of our school performance with families and the community via the Ignatian newsletter, the annual Conversation magazine, the bi-annual LCAA Companion magazine, the College website, social media platforms, parent information evenings, student reports and parent- student-teacher Academic Conversations.

Our College continues to be committed to fulfilling its Vision and Mission Statement and is well-placed in the implementation of the Loyola College Strategic Plan 2019-2022 and the College Master Plan. In recent years, the Australian and Victorian Governments have articulated specific areas of school life about which we are required to report to the community. In light of these requirements and with a commitment to providing information about a number of important College statistics related to the education of our students, I am pleased to present this report to our families and the community. This information is also available on our website at [www.loyola.vic.edu.au](http://www.loyola.vic.edu.au).

## Education in Faith

### Goals & Intended Outcomes

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

### Achievements

- Despite spending much of the year at home, students were still able to fundraise over \$20,000 for their respective house charities and project compassion. In addition, the students ran successful goods drives to support local charities and promote sustainable practices.
- Students and other members of the College community created reflective prayer videos that were used within the College and by other faith organisations.

### VALUE ADDED

The activities listed below are an example of how this is implemented at the College.

- An outstanding Religious Education Program which includes Social Justice Groups, Youth Ministry Classes, Christian Service Programs, and an extensive program of Retreats & Religious Education Reflection Days.
- College, Parish based House Masses, Religious Education Class Eucharistic celebrations & the Sacrament of Reconciliation.
- A vibrant inclusive focus on prayer that includes a streamed weekly Examen prayer that reflects contemporary themes and is contributed to by a wide range of the College community.
- Liturgical celebrations that include ANZAC Day Commemoration, Mother's Day, Father's Day, Ash Wednesday and Grandparents' Liturgies and our Community Memorial Mass.
- The celebration of our St. Ignatius Feast Day which highlights our charism.
- A College Youth Minister and Home College Parish Liaison Officer.
- Commitment to staff, student and parent formation through professional development, active Jesuit & Companions Schools Australia (JACSA) membership, CEM and JACSA formation programs, Ignatian Charism evening for parents and other parent and community events and programs.
- Fundraising for a broad range of charities with Catholic charities given priority and involvement in social justice initiatives and events.
- The College has an international immersions program that is currently suspended due to COVID related travel restrictions.



## Learning & Teaching

### Goals & Intended Outcomes

In 2021, Loyola College aimed to ensure that all Teaching Staff have access to and are able to use a common language around data to drive meaningful improvement targets for both staff and students.

We also worked as a College to continue to develop and implement common, consistent understanding of rigorous assessment across all faculties for students Year 7 - 10 and further embed Catholic Social Teaching across the curriculum.

### Achievements

This year also saw the continuation of unprecedented times with COVID. Staff moved quickly into remote learning mode and worked hard to keep our learners engaged through challenging times.

Our NAPLAN data demonstrated no learning loss for our Year 9 cohort. Given the climate during the two years this is to be commended.

The College has also introduced a Year 7 STEM based subject - The Kircher Inquiry. This subject is combination of two disciplines; Humanities and Science. The Inquiry will focus on the behind water as a resource and the management of water around the world.

Alongside with the addition of a new STEM subject, our Languages Faculty has developed a pathway for students who have studied a language in primary school.

### STUDENT LEARNING OUTCOMES

Overall the Class of 2021 performed extremely well with an increase of students receiving an ATAR score of over 95 (up 71% from 2020) and scores over 90 (up 22% from 2020). We had six students selected from this cohort to perform in the VCE Top Class concerts: two in Top Acts - Dance, two in Top Acts - Drama and two in Top Acts - Theatre Studies.

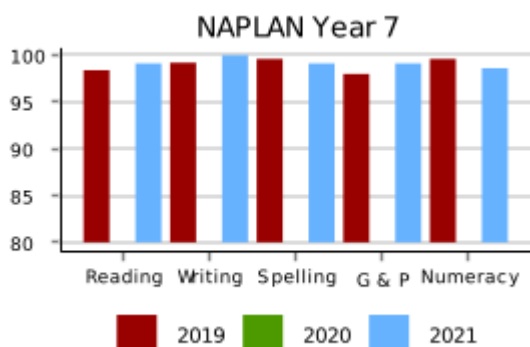
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	585.1
Year 9 Numeracy	590.0
Year 9 Reading	589.5
Year 9 Spelling	580.6
Year 9 Writing	572.9

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020	2021	2020 – 2021
	%	*	Changes	%	Changes
			*		*
YR 07 Grammar & Punctuation	98.0	-	-	99.1	-
YR 07 Numeracy	99.6	-	-	98.6	-
YR 07 Reading	98.4	-	-	99.1	-
YR 07 Spelling	99.6	-	-	99.1	-
YR 07 Writing	99.2	-	-	100.0	-
YR 09 Grammar & Punctuation	95.6	-	-	94.8	-
YR 09 Numeracy	100.0	-	-	99.1	-
YR 09 Reading	100.0	-	-	96.6	-
YR 09 Spelling	99.0	-	-	96.1	-
YR 09 Writing	96.3	-	-	96.2	-

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

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

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



## Student Wellbeing

### Goals & Intended Outcomes

Justice, Mercy and Faith are the cornerstone of our Ignatian ethos. As a Loyola College community, we are extremely pleased that we are able to produce the following report which provides evidence of our continual school improvement. In particular, student attendance, staff and student retention rates, our excellent Year 12 results, our value adding, our Professional Learning Program and the destination of the 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 establishment of the Student Leadership Coordinator role that has enhanced student voice.
- Development of various Positively Ignatian activities to promote student connection with the community during COVID19 lockdowns.
- Wellbeing programs which provided support to students impacted by COVID19 as well as engaged students socially/emotionally via remote learning.

### 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 the annual Conversation magazine, the ex-student's LCAA Companion magazine, our College website, parent portal and our Social Media pages such as Facebook and Instagram. These valuable forms of communication provide information regarding the College's activities and allow us to celebrate our success with the Community. The following activities/programs assist in value adding to the student's school experience, as well as exemplifying how the College lives out its Vision and Mission Statement and fulfilling its Strategic Plan (2019-2022).

#### Faith:

- An outstanding Religious Education Program which includes Social Justice Groups, Youth Ministry Classes, Christian Service Programs, involvement in the Ignatian East Timor Immersion Program and an extensive program of Retreats & Religious Education Reflection Days.
- College, Parish based House Masses & Religious Education Class Eucharistic celebrations.
- Liturgical celebrations which include ANZAC Day Commemoration, Mother's Day, Father's Day, Ash Wednesday and Grandparents' Liturgies and our annual Community Memorial Mass.
- The celebration of our St. Ignatius Feast Day which highlights our charism

Local links with our community:

- Harmony Day
- ANZAC Day Commemoration
- Social Justice Outreach Programs
- Sponsorship of student awards by members of the College and wider community
- Loyola Parents & Friends Association (LPFA) & Loyola College Alumni Association (LCAA) Scholarships Program, Loyola Partnership with Parents (PWP).

**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.
- Whole school approach to student management using the philosophy of Restorative Practice

**Programs:**

- Increased focus on 'taking action' and being men and women for and with others in our student leadership program.
- A Student Services Team consisting of specialist staff including College Psychologists, Counsellors, Learning Support staff, Pathway Advisors, a First Aid Officer and a Home College Parish Liaison officer.
- Employment of Student Engagement Coach

Curriculum/Co-Curriculum programs:

- Extensive Year 7 - 10, VCE, VCAL and VET curriculum offerings
- Integrated use of ICT to create engaging learning experiences across the curriculum at all year levels
- Year 8 High Resolves Program
- Content Language Integrated Learning (CLIL Languages)
- Comprehensive careers, pathways and transition programs
- Music Band Camp
- Participation in the following events during Activities Week:
  - i. Year 7 Belonging Camp
  - ii. Year 8 Outdoor Education Camp
  - iii. Year 9 Rites of Passage Camp
  - iv. Year 10 Resilience program
  - v. Year 10 Careers Pathway Program
  - vi. Year 11 Christian Service Program
  - vii. 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 Parent/Guardian and student Welcome Breakfast
- Year 12 Graduation Ceremonies
- Year 12 Graduation Dinner
- Annual Awards night
- College Awards Program
- LCAA Classic Car Show
- Open Day

### **STUDENT SATISFACTION**

There is a high level of student satisfaction as evidenced by:

- The quality of relationships between students and staff members
- High student retention rates
- Pride in being a member of the Loyola College community
- Active engagement in learning
- Strong support for initiatives such as student leadership positions, House fundraising and social justice initiatives.
- Committed and dedicated student leaders at the College.
- Active involvement in the year based Personal Development Program and vertical based Mentor Program, as well as formal and informal mentoring that takes place via the vertical House based system.
- High levels of participation and involvement in activities scheduled during Activities Week
- Strong commitment to the Ignatian Charism
- Active involvement in a number of Jesuit and Ignatian Schools events including the East Timor Immersion Program, the Annual Debating Competition and the Annual Student Leadership Conference.
- High level of participation in the College's extensive co-curricular program which incorporates student leadership, music, debating, public speaking, drama, sport and social justice activities.
- Ongoing association with the College through the Loyola College Alumni Association (LCAA)

**STUDENT ATTENDANCE**

As is the case every year, Loyola College has carefully monitored student attendance and punctuality for its 1361 students. Each morning the absentee phone line is checked by our office staff for parent messages. The roll is then taken by the Mentor and subject teachers every period throughout the day. Office staff collate data and make contact with parents/guardians where there are discrepancies. Ongoing absentees are referred to our student wellbeing team. Advice to parents and guardians regarding absences is also provided via the parent portal and school reports.

**YEARS 9 – 12 STUDENT RETENTION RATE**

Years 9 to 12 Student Retention Rate	95.3%
--------------------------------------	-------

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y07	94.6%
Y08	94.4%
Y09	92.6%
Y10	92.0%
Overall average attendance	93.4%

**SENIOR SECONDARY OUTCOMES**

VCE Median Score	30.0
VCE Completion Rate	100.0%
VCAL Completion Rate	95.0%

POST-SCHOOL DESTINATIONS AS AT 2021	
Tertiary Study	66.0%
TAFE / VET	10.0%
Apprenticeship / Traineeship	9.0%
Deferred	5.0%
Employment	9.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	1.0%



## Child Safe Standards

### Goals & Intended Outcomes

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

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

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

### Achievements

- All learning activities and facilities have been developed with a clear focus on potential risks to child safety, and mitigation strategies have been put in place.
- Yearly presentations to all year levels on Child Safety, processes the school has in place to support all students and the staff the can go to, for disclosure of information.

- Opportunity with the incoming Year 7s to analyse and respond to scenarios related to child safety, once they have partaken in the Child Safety presentation.
- Specific student professional development sessions facilitated by Counsellors. Topics include:
  1. Conflict and bullying — Year 7
  2. Consent — Year 8 and 11
  3. Managing strong emotions — Year 10
  4. Community mental health and seeking help — Year 10
  5. Sense of self and identify — Year 11
- Visibility of Child Safety PROTECT posters in all classrooms, staff offices and hallways.
- Explanation of these posters by the Head of House/Mentors to students.
- Staff PL includes: a summary of requirements and updates regarding child safety, process to be used for mandatory reporting, explanation of the 'PROTECT, Identifying & Responding to all forms of Abuse in Victorian Schools'. These information sessions occur throughout the year as required. In addition, the Counselling staff have the opportunity 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, when entering the lift, meeting with students in offices/classrooms and the Working with Children clearance for any adults entering the College, who will be working, or will be in the presence of students. (Child Safety Risk Management practices).
- Child Safety Policy on College website.
- Child Safety Code of Conduct - available to all staff and on the website.
- Child Safety Team - ongoing consultation and review of processes (Child Safety Officers + Counselling Team).
- Inclusion of 'Child Safety' as an agenda item on all senior leadership meetings.
- Continue to monitor, and awareness of the need to address the principle of inclusion, as it arises.
- Ongoing review of policy and practices
- All staff complete the mandatory reporting module
- Strong Human Resource practices reducing the risk of child abuse in the community.

## Leadership & Management

### Goals & Intended Outcomes

- To continue to build capacity in our middle leadership to deepen their skills, give them opportunity to grow and develop scope to become a senior leader.
- To continue to build resilience in staff in a COVID and post COVID context

### Achievements

- Formal coaching of middle and senior leaders
- Opportunity for leaders to engage in the MACS middle and senior leadership professional development programs
- Mentoring of middle leaders by members of the senior leadership team
- Implementation of an emerging leadership program for new and aspiring leaders biannually.
- Provision of an on-campus leadership development program through college leadership meetings and the use of external facilitators

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2021

Due to COVID, most professional learning in 2021 took place online.

Professional Development was addressed in the following areas:

- Leadership Development
- First Aid, anaphylaxis, CPR and asthma
- Mandatory Reporting and Child Safety standards
- Universal Apostolic Preferences
- Laudate Si
- Literacy and Numeracy
- Using data to inform teaching practise
- Revised VCAA study designs
- Vocational Education and Training
- Sustainability
- Intercultural practises
- Subject Association Conferences (e.g., STAV - Science Teachers Association of Victoria)

Number of teachers who participated in PL in 2021	106
Average expenditure per teacher for PL	\$392

**TEACHER SATISFACTION**

While the second year of remote learning was challenging for staff, the Loyola College teachers showed great resilience and adaptability. While working from home, teachers were contacted by a member of the senior leadership team (Consult) to check on their wellbeing and to support them in their work.

The College has an active Staff Wellbeing Committee who work within a 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.

The 2021 CEMSIS data (Catholic Education Melbourne School Improvement Survey) showed a positive school climate, particularly in the following areas:

- Friendly, and approachable school leaders (85%)
- Staff collegiality (81%)
- Respectful school leaders (81%)
- Staff feeling successful in their roles (81%)
- Students respect for staff (75%)
- A safe and orderly school environment (76%)

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	90.8%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	91.7%
----------------------	-------

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	1.8%
Masters	30.6%
Graduate	38.7%
Graduate Certificate	6.3%
Bachelor Degree	86.5%
Advanced Diploma	9.9%
No Qualifications Listed	8.1%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	5.0
Teaching Staff (Headcount)	122.0
Teaching Staff (FTE)	115.9
Non-Teaching Staff (Headcount)	79.0
Non-Teaching Staff (FTE)	63.1
Indigenous Teaching Staff (Headcount)	0.0

## College Community

### Goals & Intended Outcomes

The indications are that Loyola College enjoys a very positive reputation in the community as evidenced by strong enrolment demand and parental feedback. We have an average of 80 attending our monthly morning school tours.

### Achievements

- Transitioning our community back on site when permitted for events such as the Annual Car Show, College Musical and Christmas Carols.
- The installation of new display screens on Grimshaw Street, allowing us to easily advertise upcoming events to the community.
- Keeping in contact with our parent committees through the use of online meetings.

### VALUE ADDED

Parent satisfaction is demonstrated through the following:

- Strong attendance of Loyola College families at Sunday House Masses in our Deanery parishes
- Strong attendance at information nights and parent teacher interviews
- 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
- Loyola Parents and Friends Association (LPFA) and Partnership with Parents Group (PWP) are heavily involved in the life of the College
- Strong parental representation at College Board Meetings and active involvement of parents in specialist interest groups such as the Friends of the Performing Arts (FOPA)
- Care for our parents with financial and social support
- Strong attendance at monthly College Tours and Morning Teas with the Principal
- Capacity attendance at Mother's Day and Father's Day Breakfasts, and Grandparents' Mass and Morning Tea as well as, solid numbers present at the Year 12 Parents and Students Breakfast.
- The quality of relationships between parents and staff members
- Active involvement of parents and volunteers to support College co-curricular activities, camps, the canteen and music & drama performances
- Strong positive feedback from the annual MACSIS (School Improvement Survey)
- Excellent communication with families via Social media, email and SMS
- Excellent communication with families via our Ignatian Newsletter and parent portal

- Attendance of parents at Special Assemblies.

**PARENT SATISFACTION**

Through surveys and verbal feedback, parents praised Loyola for their commitment to keep connected to the community through COVID and lockdowns. Parents and members of the community showed their eagerness to get back on campus to celebrate events.