



**LORETO  
COLLEGE**  
Coorparoo



**ANNUAL  
REPORT  
2022**

# CONTENTS

<b>School Details .....</b>	<b>1</b>
<b>Distinctive Curriculum Offerings .....</b>	<b>2</b>
<b>Subject Offerings 2022 .....</b>	<b>3</b>
<b>Extra-Curricular Activities .....</b>	<b>5</b>
<b>Staff .....</b>	<b>6</b>
<b>Social Climate.....</b>	<b>7</b>
Faith Life.....	7
Service and Immersion Opportunities .....	7
Student Leadership.....	8
Student Wellbeing & Pastoral Care.....	8
Cultural Program.....	9
Sport Program .....	11
<b>Community Engagement .....</b>	<b>12</b>
<b>Information Communication &amp; Technology (ICT) &amp; the Curriculum .....</b>	<b>14</b>
Learning Management System (LMS) .....	15
<b>Student, Staff and Parent Satisfaction Survey.....</b>	<b>16</b>
<b>National Assessment Program Literacy and Numeracy (NAPLAN) .....</b>	<b>18</b>
<b>Student Attendance .....</b>	<b>19</b>
<b>Senior Secondary Outcomes 2022 .....</b>	<b>21</b>
<b>Post-School Destinations 2022 .....</b>	<b>23</b>
Engagement in Education, Training or Employment .....	24
Main Destinations Over Time.....	25
Education and Training .....	26
Study Field (narrow) by Level of Study .....	27
What Are They Studying? .....	28
Employment (total).....	29
What Industry Are They Working in? .....	30
<b>School Income.....</b>	<b>31</b>

Felicity  
Freedom  
Verity  
Sincerity  
Justice

# SCHOOL REPORT – 2022

Data from the 2022 School Year

## School Details

<b>School Name</b>	Loreto College Coorparoo
<b>Location</b>	415 Cavendish Road Coorparoo
<b>Postal Address</b>	PO Box 1726 Coorparoo DC 4151
<b>Type of School</b>	Independent Catholic Girls' Secondary School
<b>Founded</b>	Founded by the Institute of the Blessed Virgin Mary (Loreto Sisters) in 1928.
<b>Enrolment</b>	911
<b>Year Levels</b>	Years 7 to 12





## Distinctive Curriculum Offerings

Loreto College's curriculum is relevant and challenging with a focus on the development of the whole person. The College offers an extensive range of studies that cater for a diverse range of talents, ambitions, and interests. The curriculum promotes creativity, divergent thinking, intellectual rigour and reflective dispositions. It also builds self-confidence, ignites passion for learning and nurtures a generous spirit. Loreto empowers girls to think and achieve beyond the limits of stereotypes.

Students in Years 7-10 can select from a broad range of subjects with specialist teachers providing support and guidance. The subjects are based on the Australian Curriculum, with the addition of a range of elective subjects in Year 10 that provide extension opportunities and preparation for senior studies. In Years 11-12, the curriculum is based on that of the Queensland Curriculum and Assessment Authority.

Students in the senior phase of learning had the opportunity to select subjects that lead to a diverse range of post-schooling pathways. Year 12 students in 2022 chose subjects that could lead to an ATAR, Queensland Certificate of Education and/or a tertiary rank. They have also been able to undertake courses that include Diploma and Certificate III level qualifications.

In 2022, Years 11 and 12 students accessed the Senior Assessment and Tertiary Entrance system which led to an ATAR score for tertiary entrance purposes or alternative pathways best suited to their interests and career choices. Students selected a range of subjects (General, Applied and Vocational) which qualify for a Queensland Certificate of Education. Access to a Queensland Certificate of Individual Achievement (QCIA) was also available.



## Subject Offerings 2022

YEAR 11			
Year 7		Year 8	
CORE	ELECTIVE	CORE	ELECTIVE
English Mathematics Religion Science History Geography Physical Activity & Wellbeing	<b>Creative Arts</b> Art Drama Music  <b>Enterprise &amp; Technology</b> Food & Textiles  <b>Languages</b> French German Japanese  <b>Technologies</b> Digital Technologies & Coding Robotics & Engineering	English Mathematics Religion Science History Geography Physical Activity & Wellbeing	<b>Creative Arts</b> Art Drama Music  <b>Enterprise &amp; Technology</b> Food & Textiles Financial Literacy & Civics  <b>Languages</b> French German Japanese  <b>Technologies</b> Digital & Design
Year 9		Year 10	
CORE	ELECTIVE	CORE	ELECTIVE
English Mathematics Religion Science History Physical Activity & Wellbeing	<b>Creative Arts</b> Art Drama Music  <b>Enterprise &amp; Technology</b> Business Food & Textiles  <b>HPE</b> Health & Physical Education  <b>Humanities</b> Geography  <b>Languages</b> French German Japanese  <b>Technologies</b> Digital & Design	English or Literature Introduction to General Mathematics or Introduction to Mathematical Methods Religion Advanced Science or Standard Science History or Humanities Core Physical Education	<b>Creative Arts</b> Art Drama Music  <b>Enterprise &amp; Technology</b> Economics & Legal Studies Entrepreneurship Food & Textiles  <b>HPE</b> Health & Physical Education  <b>Humanities</b> Geography  <b>Languages</b> French German Japanese  <b>Mathematics</b> Introduction to Specialist Mathematics  <b>Science</b> Preparatory Chemistry & Physics  <b>Technologies</b> Digital & Design

<p>All students study English, Literature or Essential English In addition, a minimum of five choices from the following subjects is required.</p>		
General Subjects		Applied Subjects
Accounting Biology Chemistry Design Digital Solutions Drama Economics English French General Mathematics Geography German Health	Japanese Legal Studies Literature Mathematical Methods Modern History Music Music Extension (Composition)* Music Extension (Performance)* Physical Education Physics Psychology Specialist Mathematics Study of Religion Visual Art	Business Studies Essential English Essential Mathematics Religion & Ethics Fashion
		Vocational Education & Training Subjects
		Diploma of Business Certificate III Hospitality Certificate III Fitness
		Alternate Subject Offerings
		**Religion: Meaning & Life

- Students not choosing Study of Religion must study either Religion & Ethics or Religion: Meaning and Life
- \*These are Unit 3 & 4 courses only
- \*\*This subject does not attract either ATAR or QCE points

YEAR 12		
<p>All students study English, Literature or Essential English In addition, a minimum of four choices from the following subjects is required.</p>		
General Subjects		Applied Subjects
Accounting Ancient History Biology Chemistry Design Digital Solutions Drama Economics English French General Mathematics Geography German Health	Japanese Legal Studies Literature Mathematical Methods Modern History Music Music Extension (Composition)* Music Extension (Performance)* Physical Education Physics Psychology Specialist Mathematics Study of Religion Visual Art	Essential English Essential Mathematics Religion & Ethics
		Vocational Education & Training Subjects
		Diploma of Business Certificate III Hospitality Certificate III Fitness
		Alternate Subject Offerings
		**Religion: Meaning & Life

- Students not choosing Study of Religion must study either Religion & Ethics or Religion: Meaning and Life
- \*These are Unit 3 & 4 courses only
- \*\*This subject does not attract either ATAR or QCE points

## Extra-Curricular Activities

INSTRUMENTAL ENSEMBLES		CHORAL & MIXED ENSEMBLES
Beginner Band	Guitar Ensemble 1 & 2	Exit Stage Left
Beginner Strings	Improvised Jazz Ensemble	Chamber Choir
Big Band	Percussion Ensemble 1 & 2	Junior Choir
Chamber Strings	Flute Ensemble 1 & 2	Senior Choir
Clarinet Ensemble	Saxophone Ensemble	Senior Chorale
Concert Band	String Ensemble	Sorelle
		Combined Choir (with Villanova College)

INSTRUMENTAL & VOCAL PROGRAM		
Saxophone	French Horn	Trumpet
Bass Clarinet	Classical & Bass Guitar	Tuba
Bassoon	Music Theory	Viola
Cello	Oboe	Violin
Clarinet	Percussion	Voice
Double Bass	Piano	
Euphonium	Tenor Saxophone	
Flute/Piccolo	Trombone	

ENRICHMENT ACTIVITIES		
Art Club	Chess	Debating
FitClub	Loreto Performing Arts Club (LPAC)	Maker Club
Past Pupils' Tutoring	Public Speaking	QLD Youth Parliament
Student Environment Leadership Network (SELN)	Science Week	Citizen Science Hub

COCURRICULAR COMPETITIONS	
UQ School of Economics Competition	QUT Blueshift Competition
Business – Buy Smart Competition	Australian Geography Competition
Creative Generation Excellence in Visual Art Awards	AMC Australian Mathematics Competition
QIEU Literary Competition	University of Melbourne Mathematics & Statistics Research Competition
Education Perfect Language Championships	Youth Theatre Sports Competition
UQ-QAMT Years 7 & 8 Math challenge	Creative Generations (Art)
Australian History Competition	QIEU Art Competition

LEADERSHIP OPPORTUNITIES		
College Captains	Academic Council	Links Council
Sports Captains	Health & Wellbeing Council	Multicultural Council
Environment Council	Mission Council	Sport Council
Media Council	Performing Arts Council	Class Captains
Music Council	Student Representative Council	Peer Mentors
Debating Captain	Music Ensemble Captains	
House Captains	Art Council	

## Staff

In 2022, our annual focus from the HEART (Holistic, Effect, Attitude, Reach, Thinking) Teaching and Learning Framework was 'Thinking'. *Powerful Partnership's* founder Jodie Davey introduced teachers to a wide range of teaching strategies that are proven to have the greatest impact on student academic outcomes during the January Staff Week. A team of Pedagogy Leaders led fortnightly Professional Learning Teams from Terms 1 – 3 to provide regular opportunity for teachers to engage with research and implement Teaching Sprints (Breakspear, 2020) informed by our instructional practice model (Marzano, 2018). For affirmation, Pedagogy Leaders were able to help their teams identify best practice. Teachers explored areas for growth and helped implement recommendations to move towards best practice. Feedback about Professional Learning Teams was overwhelmingly positive, proving that providing time for teachers to meet and discuss teaching strategies and learning outcomes improves collaboration and collegiality, thus positively impacting wellness. Our Staff Wellbeing Framework, SPIRIT, continued its development throughout the year.

Loreto staff continue to be highly engaged with roles at the *Queensland Curriculum and Assessment Authority*.

Excellent representation across all curriculum areas included:

- 3 Endorsers, 1 Lead Endorser and 1 Chief Endorser
- 9 Confirmers
- 12 External Examination Markers, 1 Lead Marker and 1 Chief Marker

Our teacher's professional commitment played a critical role in the excellent achievement of our students in both internal and external assessment items. Additionally, staff continued to engage in formal external studies, including masters, diplomas, certificates, and other post-graduate qualifications.

The Ceremony of Excellence recognised two staff members for their outstanding contribution to the College, with the St Omer Award and HEART Award for Excellence in Teaching and Learning.

Two Senior Leaders were recognised through *The Educator* national awards. The college received an *Excellence Award for Best Remote Learning Program* in recognition of our work during the COVID-19 on-line learning periods. Staff were also invited to share their expertise at various conferences: *The Global Forum on Girls' Education* in Boston, the *National Catholic Education Conference* in Melbourne, and the *Business Educator's Association* in Queensland.

Our annual *Staff Formation Day* was designed to provide formation in spirituality, faith, and personal and religious areas for all staff with a variety of options for engagement throughout the day. These workshops included reflective experiences, opportunities to develop knowledge of Catholic and Indigenous perspectives and incorporating Catholic Social Teachings and perspectives into curriculum.

All staff completed compliance training including First Aid, Child Protection and Fire Safety.

Average expenditure per teacher on professional learning during 2022 was approximately \$1 200.00.

Qualification – Teaching Staff	Number
PhD	3
Master	25
Bachelor Degree	103
Post Graduate Degree	2
Graduate Diploma	36
Graduate Certificate	17
Certificate	25
Diploma	19
Post Graduate Diploma	4
Associate	7
Associate Diploma	2



## Social Climate

### Faith Life

Loreto schools aim to promote intellectual development supported by Catholic Christian values to empower students to be compassionate with a commitment to social justice. Emphasis was given to founder Mary Ward's five virtues: freedom of spirit, sincerity and personal integrity, the pursuit of truth, a felicitous disposition and special care for all of God's creation, especially those at the margins.

The Religion program promotes critical religious literacy and understanding, and includes the teaching of various faith perspectives. The personal faith life of each student is supported and nurtured by a school community that exemplifies and encourages living a life based on Gospel values.

Our commitment to the faith and spiritual development of our students included the provision of regular opportunities for prayer, worship, reflection and celebration. All year levels participated in reflection days or retreats, prayer and liturgies. Whole school liturgical celebrations included two full school masses, marking significant moments in 2022. Together with important celebrations and experiences such as our annual Mission Day, these events promoted a sense of community and belonging. They ensured connection within and beyond the school.

### Service and Immersion Opportunities

A commitment to charitable and justice actions is the emphasis of the Service Program. Student-led groups including the Mission, Environment and Multicultural Councils, the St Vincent de Paul Conference and Mary Ward Coorparoo group were involved in raising awareness, advocacy and fundraising activities within the school, the local community and internationally. These groups were led by student executives drawn from Years 11 and 12 and included involvement from student members from Years 7 to 12.

Loreto partnered with Edmund Rice Camps to host *Head 2 Heart Camps* where Year 10 students buddy with children from disadvantaged backgrounds. Years 10 to 12 students were companions to a child with disabilities on the *Sony Camp* program where they care for every need of the children giving families three days' respite. Students in Years 11 and 12 participated in the *Rosies' Outreach Program* and students from all year levels participated in *Multicultural Australia's Luminous Lantern Welcome Parade*.

The Year 10 *Becoming a Woman of Substance* social justice immersions are a foundational aspect of Loreto's spiritual and mission formation program. These bring our students together with local organisations who work with Aboriginal and Torres Strait Islanders, women and children, refugees and asylum seekers, those experiencing homelessness and those working in environmental justice. Two staff and 23 students participated in an immersion to two Cape York Indigenous communities facilitated by Red Earth.



## Student Leadership

At Loreto College Coorparoo, Student Leadership is fostered through a number of structures that promote tenets of servant leadership and incorporate the values of the Loreto Charism in students' daily lives. In keeping with the Year 12 leadership framework, in 2022 each Year 12 student became a member of a particular Council whose responsibility included enhancing school spirit, promoting student engagement in different aspects of school life, and raising awareness and funds for charities and initiatives associated with the College. Further, a number of Year 12 students were elected to Student Leadership positions relative to different domains of the school, including Music, Sport, Clubs and Associations. In Years 8 through to 11, students were elected by their peers to act as representatives on the Student Representative Council, a system that not only fosters the development of leadership capacity across the College but enables student voice to function as an integral part of the decision-making within their community. In addition, class captains were elected across Years 7 to 12 to lead their homeroom on a semester-by-semester basis.

## Student Wellbeing & Pastoral Care

The Pastoral Care programs are designed to promote student development and connection to their community so they feel known, valued and empowered during their time at the College. Specifically, our approach places the ethos, philosophy and values of the Loreto Sisters at its centre while addressing pertinent factors associated with student wellbeing. Further, it is rooted in current and contextually-suited literature, and incorporates specialist presentations by health and wellbeing experts to compliment the pastoral care lessons delivered by Homeroom teachers throughout the year. Respect and courtesy are behaviours that students must demonstrate in their interactions with one another, and details of the College's expectations are set out in the Code of Conduct in the Student Diary.

To ensure that students were provided with current, responsive and developmentally-appropriate wellbeing education, students attended a number of workshops and sessions relating to important personal development areas such as sexuality and relationships education, consent education, online safety and drug and alcohol awareness. Further, homeroom teachers delivered programs that focused on student welfare, friendship and conflict resolution, persistence and resilience, and emotional regulation. In recognition of the intrinsic link between student wellbeing and academic attainment, homeroom teachers engaged with students in the formalised academic mentoring program, an initiative that promotes the explicit teaching of study skills and behaviours promoting positive attitudes to learning alongside goal setting and self-reflection activities.

Over the course of the year, Loreto also conducted a trial of the PULSE program across Years 8 and 9 to act as another layer of support for students and to provide useful data to inform the enhancement of future programs. To support incoming students across Years 8 to 12, transition programs were facilitated by homeroom teachers. New students were welcomed into the Loreto community and supported appropriately. In addition, annual school camps were held for Years 7 and 9 students, opportunities that offered challenging and rewarding team-building activities for the respective cohorts. In preparation for their role as Seniors at the school, Year 11 students took part in a Leadership Retreat, while Year 8 students engaged with the YLEAD 'Take the Lead' program designed to build confidence and promote active leadership within their cohort.

In acknowledgement of the important transition that occurs post-graduation, Year 12 students were provided with specific support on life beyond school through the *Loreto Last Days* program. The transition program ensured students were provided with practical and accessible information pertaining to mental health and wellbeing services, and opportunities to connect with the College as past pupils.

Acknowledging the importance of whole-school community and cross-cohort engagement, the weekly school assembly provided an opportunity for interaction between each year level. This, along with the Big Sister-Little Sister program, encouraged unity in the school and provided younger students with the friendship and assistance of older students. Further, Year 11 students who were selected as Peer Support Leaders, engaged in workshops and training so they may assist younger students with confidence, a program that was well-received by the community.

## Cultural Program

In 2022, Loreto College presented *High School Musical* with Villanova College. This was quite an achievement for staff, cast, orchestra and crew as most rehearsals occurred at the height of the COVID -19 pandemic, with many staff and students impacted by illness and isolation. Despite the challenges, the audience enjoyed this musical that showcased the diverse talents of Loreto students and the Creative Arts staff.

Art Club was again offered to students with an interest in Visual Art. We saw a number of students take advantage of opportunities to work on art during lunch breaks, both to support their curriculum work and for leisure. This was further supported by the Art Council who recognised artistic abilities and outstanding work with awards each term. Our annual Art Show returned with a range of exciting exhibits representing a variety of mediums across Years 7-12.

The work of four students (including one Commendation Award) were selected for inclusion in the *2022 Metro Exhibition at the Brisbane Institute of Art*, the first round of selection for the Creative Generation Excellence in Visual Art Awards to be held at QAGOMA in 2023. This demonstrates keen pursuit of excellence and creative ambition within Visual Art at Loreto College.

The *2022 Awards of Excellence in Art Design "New Beginnings"* were held at the Queensland Multicultural Centre. Two students were presented with Highly Commended awards.

Live music performances returned for the year, providing opportunities to showcase student work. Private Music tuition continued across the year. 255 students were involved in private music tuition with 480 playing positions across 20 music ensembles.

At the end of the year, the Drama staff auditioned and began rehearsals for the 2023 theatre production.









Sport Program

The College competed in the CaSSSA sporting competition for AFL, Athletics, Basketball, Cross-Country, Cricket, Hockey, Netball, Soccer, Swimming, Tennis, Touch Football, Volleyball, and the Rugby 7's Gala Day. The College also competed in club Water Polo. Students represented the College in teams coached and managed by qualified coaches, staff, parents, and past students. 38 students were selected for representative sport at a regional level. 24 students were selected for representative sport at State level. 10 students were selected for representative sport at National level. In 2022, 122 sporting teams represented the college in the CaSSSA and Water Polo competition, and 16 teams represented the College at State and National competitions.

Sport		
AFL	Athletics	Basketball
Cross Country	Cricket	Hockey
Netball	Soccer	Swimming
Tennis	Touch Football	Volleyball
	Water Polo	





## Community Engagement

Loreto College places great emphasis on parental involvement in the education and development of our students. Below is a list of the many ways parents and carers engaged with the College. Whilst COVID-19 prohibited some of these initiatives as face-to-face events, virtual events were offered as an alternative format to ensure community engagement.

- Welcome Morning for Year 7 parents and carers
- P&F Welcome BBQ
- Year Level Parent Information Evenings
- Honours Assembly
- Parent – Student – Teacher Interviews (two per year)
- Twilight Open Event
- College Conversations
- Parent and Friends' Association
- Music Support Group
- Sport Support Group
- LINC Program
- P&F Dance (Years 7-9)
- Loreto Past Pupils Association
- Year Level social events organised by Parent Representatives
- Volunteers (Tuckshop, Library, Coaching etc)
- Assemblies
- Academic Award Assemblies
- Guest Speaker Series
- Semesters 1, 2 and Graduation Masses
- Mother-Daughter and Father-Daughter Breakfasts
- Ceremony of Excellence
- Seniors' Commissioning Ceremony

The College actively sought parent/carer involvement. This helped sustain open and frank dialogue to ensure families and staff worked together to support students.

The Parent and Friends' Association (P&F) represented the entire parent body. The goal was to assist in maintaining and nurturing a greater sense of community and to provide a forum for parents and carers to raise issues related to their daughters' education. This group also coordinated community-building activities including a student dance and fundraising initiatives. They sponsored guest speakers and parent information forums.

Within the P&F, there were the two parent volunteer support groups, the Music Support Group and the Sport Support Group. Both groups shared the goal of increasing exposure and participation as well as fundraising to provide additional resources.

Year Level Parent Representatives also worked with the P&F Association. These roles were particularly important for building connections between parents and carers in individual year levels and across the wider school community. The Parent Representatives organised social events for parents and carers as well as activities with the students, where possible.

Parental assistance through volunteer roles was also encouraged and valued. In 2022, some opportunities to volunteer (Tuckshop, Library, Coaching) were limited due to COVID-19 restrictions.

2022 saw a variety of face to face and virtual opportunities for consultation between parents, carers and staff. Some examples include Year Level Parent Information Evenings, Parent-Student-Teacher Interviews and College Conversation events with the Principal and Year Coordinators. The Guest Speaker Series included Madonna King facilitating a presentation about her book, *'L-Platers'* and Dr Judith Locke presented to Year 6 Parents on supporting successful transitions to secondary school.



## Information Communication & Technology (ICT) & the Curriculum

In 2022, the Loreto College Technical Support and Services Team (TSS) had another busy year of enabling, supporting, and developing a wide range of physical and virtual technologies that are essential for the everyday function of the College and the digitally-enabled teaching and learning of our students. It was also a challenging year for IT departments across all industries who struggled to shape their technology approach off the back of the pandemic whilst also considering the wide-ranging implications of repeated high profile cyber attacks in Australia. Loreto College's TSS team has met these challenges and continued to deliver high quality, professional support to all stakeholders of the College.

The College, and the TSS team, notes its commitment to providing safe, fit for purpose and secure infrastructure, programs, and applications that enable teaching and learning in the College. 2022 saw cybersecurity brought into the spotlight for all organisations; Loreto being no exception. We have taken steps and are committed to reviewing our holistic approach to cybersecurity.

The teaching and learning of our students is at the forefront of what we provide at the College. 2022 saw further proof that technology functions of the school are becoming more closely assigned with the provision of education, and the successful delivery of that education to our girls. The TSS team continues to work closely with curriculum and support teams to ensure that products, services, and applications that are delivered are achieving the best outcomes for our students. The same applies to the business functions of the College, which also continue to further leverage technology in almost all aspects of school operations.

The TSS team is proud of their achievements with several key initiatives being completed in 2022, a sample of which include:

1. Significant upgrades to firewall infrastructure to facilitate a high availability configuration. This ensures safe, secure and reliable network connectivity for the whole school and is protected against single points of failure
2. Further utilisation of cloud infrastructure and software as a service offerings to offload compute and storage of applications such as Learning Analytics from on premise infrastructure. Decommissioning of on-premises infrastructure
3. Comprehensive revisit of internal data backup systems including a rebuild of our exiting on premises backup and our Office 365 backup solutions
4. Introduction of cyber security initiatives designed to review, inspect, and test school infrastructure, settings, policy, and procedure
5. Rollout of Multi Factor Authentication (MFA) and Conditional Access policies to all employees of the College
6. Significant updates and policy changes managing internal patching and security
7. Rolling upgrades to existing AV infrastructure including upgrades to meeting rooms, the drama room, and the Mary Ward Centre
8. Further adoption and integration of the Intune EEM platform into our environment
9. A range of applications designed to help increase the productivity of TSS support
10. Ongoing technical and AV support of college events, recording and live streaming.

The TSS team appreciates the support provided by not only the College but also the wider community. They look forward to the best support, application, and systems possible to support teaching and learning at Loreto College Coorparoo.

## Learning Management System (LMS)

After an initial implementation in 2021, the College's Learning Management System (LMS) CANVAS moved into its second year of a systematic 3-year implementation phase. Years 8 and 11 joined Years 7 and 10 as the year levels with access to CANVAS as the College's central resource and learning hub for all students. Years 9 and 12 will be the focus of the third year of implementation in 2023.

Led by the Curriculum Leader – Technologies & Innovation, staff engaged in a series of face-to-face and recorded professional learning activities across 2022 to support the continued implementation of CANVAS. The dedicated CANVAS professional learning and training site within CANVAS continued to be populated with numerous instructional videos and examples on how to create the various features of CANVAS.

Curriculum Leaders engaged in regular professional sharing opportunities to showcase progress and share new features trialed by staff, with a focus on creating online assessment instruments that can be distributed, submitted and marked within CANVAS. This initiative should reduce paper and print use within the College and promote a more sustainable approach to student assessment.



## Student, Staff and Parent Satisfaction Survey

Surveys were conducted in 2011, 2013, 2016, 2019 and 2022.

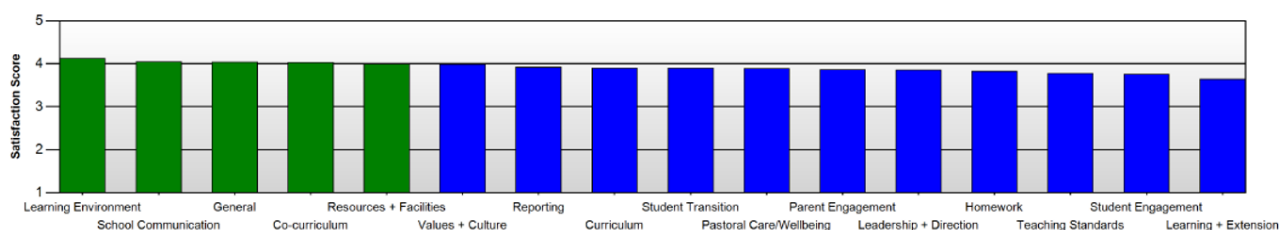
Results from the 2022 survey are as follows:

### Parents

Loreto College Coorparoo recorded an overall satisfaction score of 79% from parents. The survey response rate was 36.3%. Best practice areas were: Learning Environment, School Communication, General, Co-curriculum and Resources and Facilities. Good satisfaction ratings were achieved in Values and Culture, Reporting, Curriculum, Student Transition, Pastoral Care/Wellbeing, Parent Engagement, Leadership and Direction, Homework, Teaching Standards, Students Engagement and Learning and Extension.

### Parent Satisfaction Scores

Below is a summary of the satisfaction score achieved in each key area, ranked from highest to lowest and compared to the overall average satisfaction score.

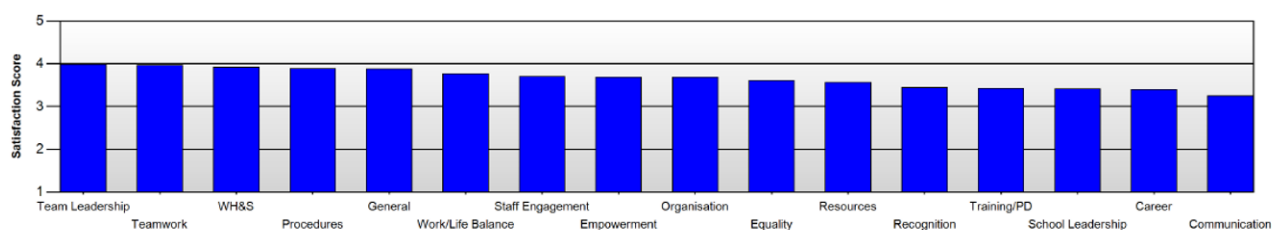


### Staff

Loreto College Coorparoo received an overall satisfaction score of 74% from staff. The survey response rate was 68.3%. Good satisfaction ratings were received across all areas.

### Staff Satisfaction Scores

Below is a summary of the satisfaction score achieved in each key area, ranked from highest to lowest and compared to the overall average satisfaction score.

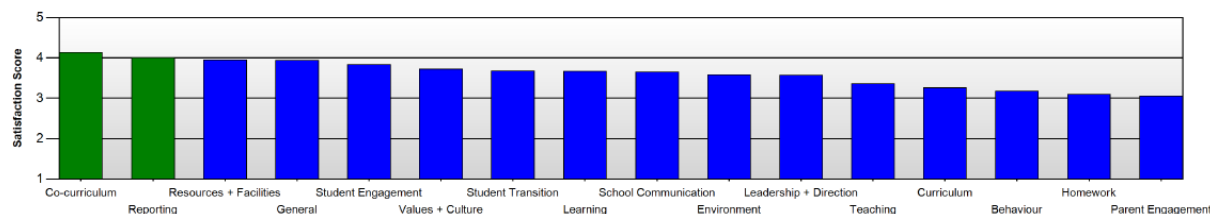


### Students







Loreto College Coorparoo received an overall satisfaction score of 74% from students. The survey response rate was 69.2%. Best practice areas were Co-curriculum and Reporting. Good satisfaction was achieved in Resources and Facilities, General, Student Engagement, Values and Culture, Student Transition, Learning, School Communication, Leadership and Direction, Teaching, Curriculum, Behaviour, Homework and Parent Engagement.

### Student Satisfaction Scores

Below is a summary of the satisfaction score achieved in each key area, ranked from highest to lowest and compared to the overall average satisfaction score.





	A result that indicates an excellent satisfaction rating.
	A result that reflects a good satisfaction rating.
	A result that suggests a review on this issue may be appropriate.
	A result that indicates action on the issue may be appropriate.
	A score that is equal to or higher than the 'Average Score'.
	A score that is lower than the 'Average Score'.

As part of the commitment to ongoing improvement, the College presented data to staff, students, parents and the College Board. The data was curated in conjunction with other feedback sources including College Conversations (a series of conversations with small groups of parents, the Year Level Co-ordinator and the Principal) and student morning teas (conducted with Years 7, 9, 11 and 12 in small groups with the Principal) as well as meetings with student leaders.

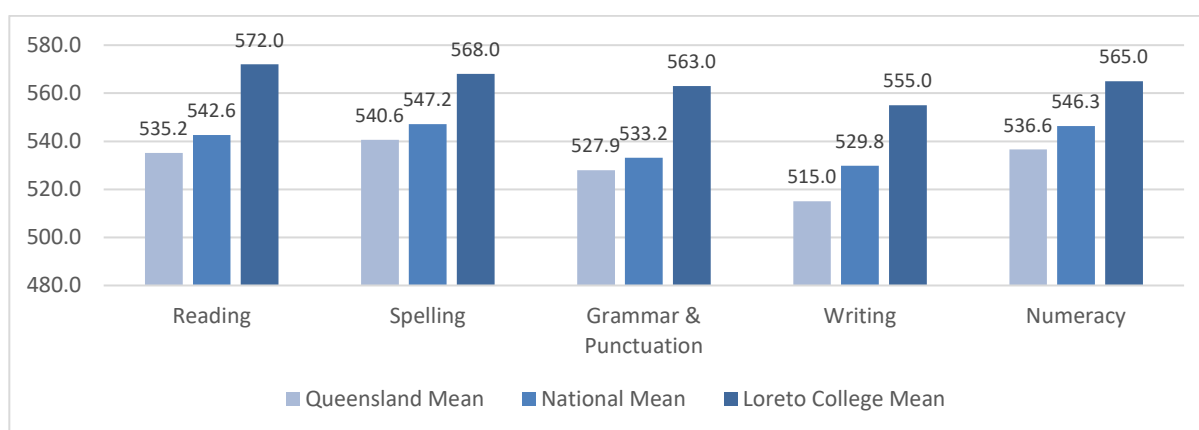


## National Assessment Program Literacy and Numeracy (NAPLAN)

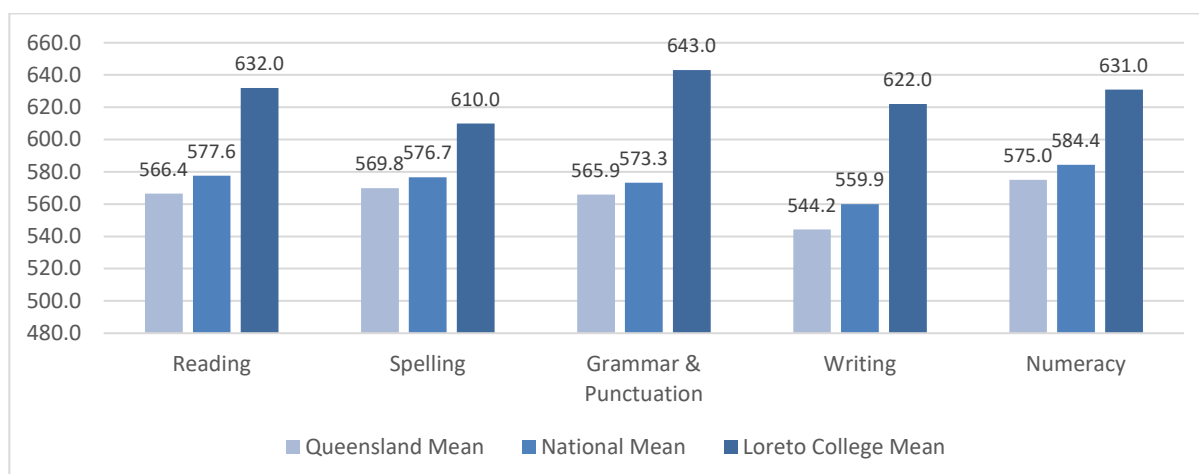
All Year 7 and 9 students take part in the NAPLAN tests that are undertaken across Australia. The results are provided to parents by way of an individual report showing their child's own results compared with the national average. The College is also provided with summary results which outline the mean results for the College compared with the mean results for Queensland and the National Mean. These results are outlined below.

### Year 7 & Year 9 NAPLAN Benchmark Test Results

Year 7	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Queensland Mean	535.2	540.6	527.9	515.0	536.6
National Mean	542.6	547.2	533.2	529.8	546.3
<b>Loreto College Mean</b>	<b>572.0</b>	<b>568.0</b>	<b>563.0</b>	<b>555.0</b>	<b>565.0</b>
% Students above minimum standard	100%	98%	100%	98%	99%



Year 9	Reading	Spelling	Grammar & Punctuation	Writing	Numeracy
Queensland Mean	566.4	569.8	565.9	544.2	575.0
National Mean	577.6	576.7	573.3	559.9	584.4
<b>Loreto College Mean</b>	<b>632.0</b>	<b>610.0</b>	<b>643.0</b>	<b>622.0</b>	<b>631.0</b>
% Students above minimum standard	100%	100%	99%	99%	100%



## Student Attendance

The average student attendance rate for 2022 was:

Year Level	7	8	9	10	11	12
Attendance	94.4%	93.5%	92.3%	91.5%	89.9%	88.4%
Whole School Attendance	91.7%					

In the event of a student not attending school on any given day, contact was made with parents if previous notification had not been provided. School reports issued each semester included details of days absent and late arrival.


### Retention Rates – Year 10 - 12

Year	Apparent Retention Rate
2014	97%
2015	98%
2016	101%
2017	100%
2018	100%
2019	103.5%
2020	101%
2021	99%
2022	95%





We communicated the 2022 students' outcomes through this correspondence:




LORETO COLLEGE

Coorparoo

# QCE Results

Congratulations to the Loreto College Coorparoo graduating Class of 2022



Mrs Kim Wickham  
Principal

The Loreto College Coorparoo community is immensely proud of the Year 12 Class of 2022 whose collective efforts have been outstanding. With the support of their families, along with the guidance of Loreto's exemplary teachers, the Class of 2022 have worked well to realise their potential.

We congratulate the outstanding academic achievements of the 2022 cohort. 21% of students achieved an ATAR of 95.00, while 38% of students received an ATAR of 90.00 and above. These exceptional results reflect the commitment of our students.

All students have exited with a qualification, with 100% graduating with the Queensland Certificate of Education (QCE). Furthermore, 26 students (18%) achieved a Diploma qualification, and 30 students (21%) gained a Certificate III or IV. The College also recognises the 33 students who have received early offers for tertiary study.

I extend my sincere thanks to Ms Meg Logan for her care of the cohort, the Curriculum Leaders and teachers for their work with the students, Miss Kristal Meekings, Ms Lauren Holthouse and Ms Katrina Shehab for their work in the Careers office, and Mr Chris Nastrom-Smith for his leadership as Deputy Principal – Curriculum. In wishing the graduates of 2022 well, we recall Mary Ward's adage that 'women in time to come will do much'.

### ATAR Highlights

<b>21%</b>	<b>ATAR 95+</b>
<b>77%</b>	<b>ATAR 80+</b>
<b>MEDIAN ATAR</b>	

<b>38%</b>	<b>ATAR 90+</b>
<b>95%</b>	<b>ATAR 70+</b>
<b>86.95</b>	

### QCE Highlights

<b>100%</b>	<b>QCE</b>
<b>88%</b>	<b>Subject Results A or B</b>
<b>18%</b>	<b>Students awarded a Diploma</b>

<b>48%</b>	<b>Subject Results 80+</b>
<b>79%</b>	<b>Median Subject Result</b>
<b>21%</b>	<b>Students awarded a Certificate III or IV</b>

COLLEGE DUX
PROXIME ACCESSIT




Claire Jukes
Molly Convery

### FULL MARKS EXTERNAL ASSESSMENT

<b>English</b>  Jordan Aitchison, Molly Convery, Mia Jeffery, Maria Papadimitriou, Ava Percival	<b>Drama</b>  Bianca Andreo-Tuma, Cordelia Dillon, Abbey Donoghue, Madison Gore, Zoe King, Madalyn Langley, Claudia Spillane
<b>Design</b>  Anna Peck	<b>Literature</b>  Ruby McCarthy
<b>Modern History</b>  Madalyn Langley	<b>Music</b>  Tyler Moore, Ruby Simmons
<b>Music Extension</b>  Caitlyn Heading, Tyler Moore	<b>Visual Art</b>  Ava Percival, Ruby McCarthy



PERFECT SUBJECT SCORE

Drama  
Zoe King

## Senior Secondary Outcomes 2022

Number of students who received a Senior Education Profile (SEP)	143
Number of students awarded a Queensland Certificate of Education (QCE)	143
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more VET qualifications	54
Number of students who completed a school-based apprenticeship or traineeship (SAT)	1
<b>Number of students awarded a VET qualification:</b>	
Certificate II	34
Certificate III	30
Diploma	26
Advance Diploma	0

<b>Percentage of students with:</b>	
ATAR of 90 and above	38%
QCE	100%
Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	100%
Certificate III	21%
Diploma	18%







## Post-School Destinations 2022

This is a summary of the post-school destinations of students from Loreto College Coorparoo who completed Year 12 and gained a Senior Statement in 2022. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website [www.qld.gov.au/nextstep](http://www.qld.gov.au/nextstep). Regional and statewide reports will be available from October 2023.



### 77.6% response rate

111 out of 143 Year 12 completers from this school responded to the 2023 survey.

*Results may not be representative of all Year 12 completers at this school.*

### Post-school destinations



In 2023, 100.0% of Year 12 completers from Loreto College Coorparoo were engaged in education, training or employment in the year after they completed school.



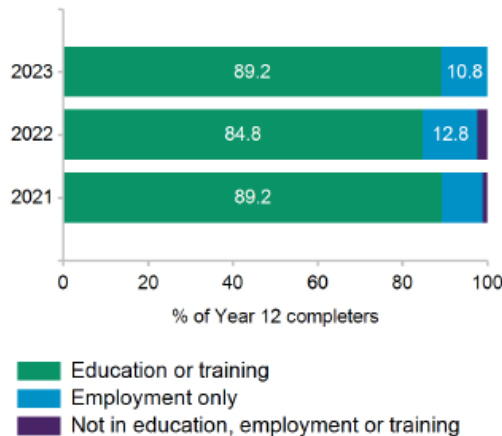
Of the 111 respondents, 89.2% continued in education and training. The most common study destination was bachelor degree.



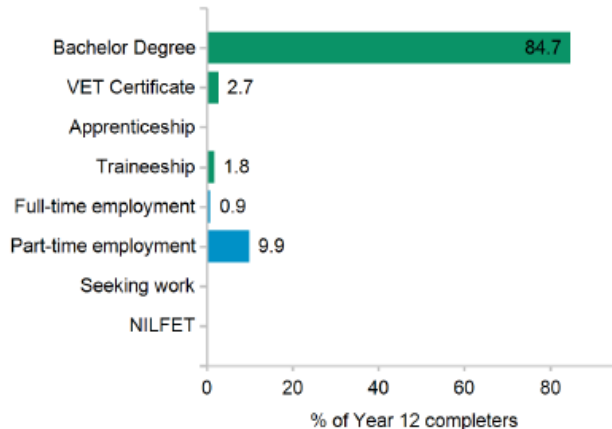
A further 10.8% transitioned directly into paid employment only.

All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time

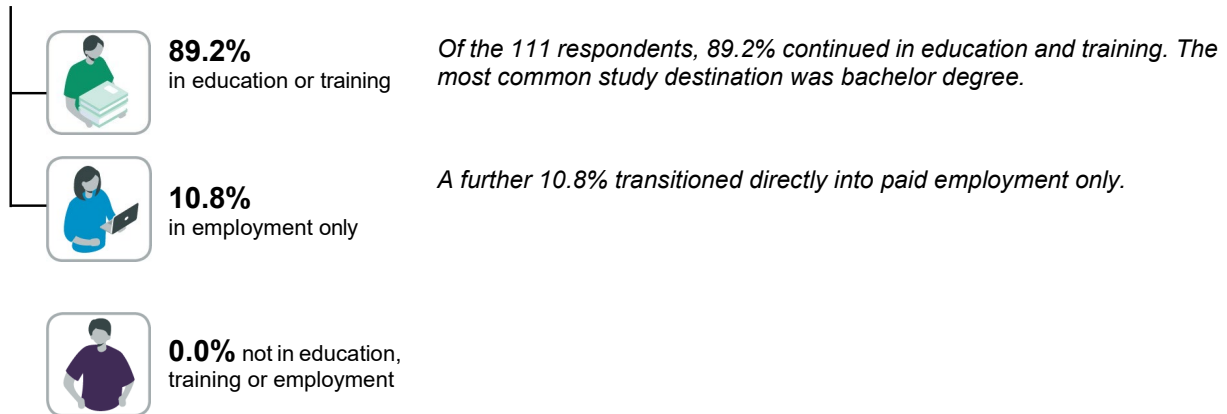


Main Destination in 2023



## Engagement in Education, Training or Employment

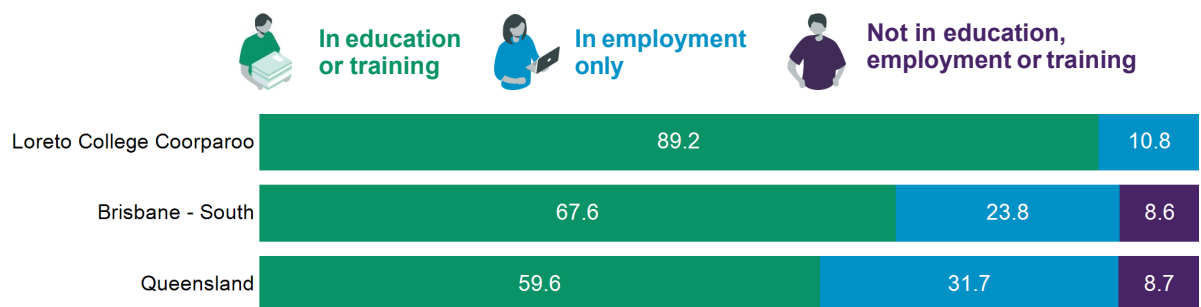
**100.0%** engaged in education, training or employment



### Engagement over time

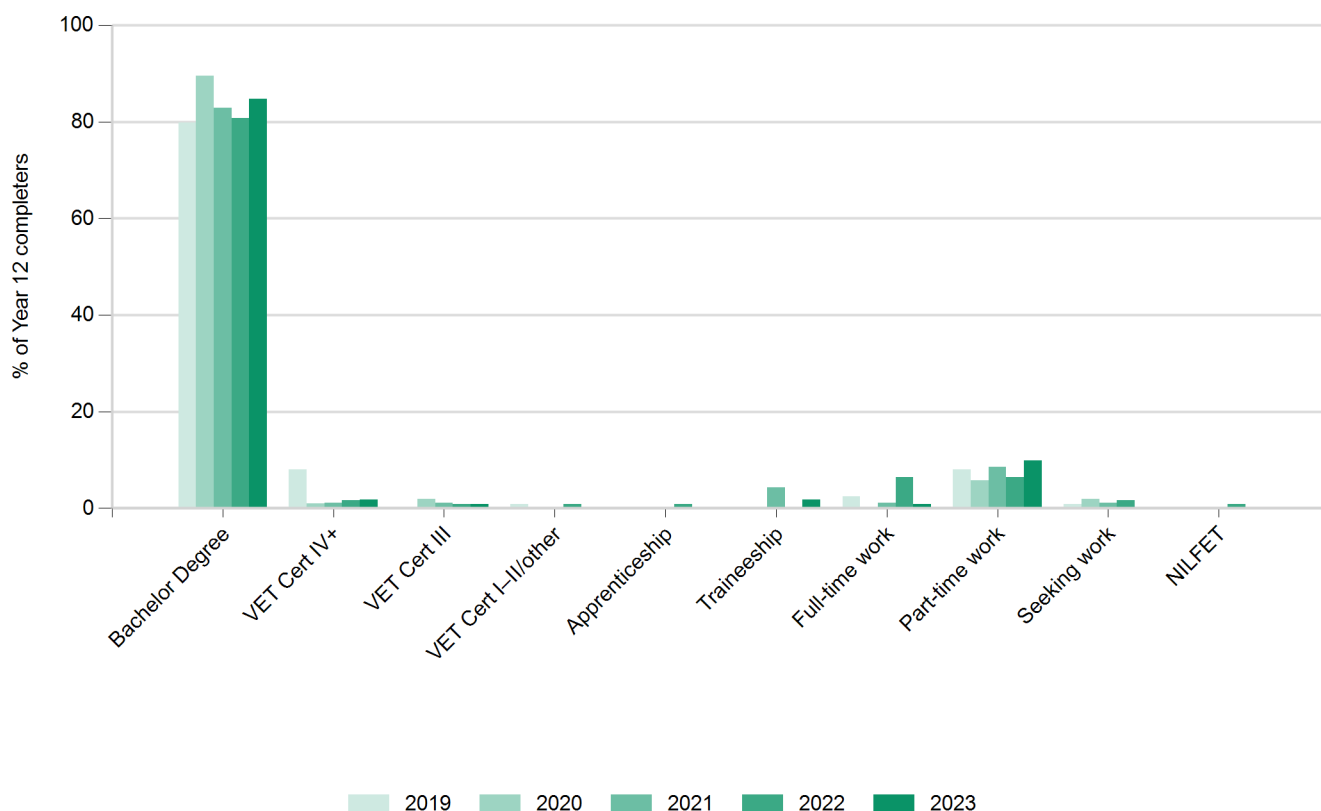


### How does your school compare?



## Main Destinations Over Time

Main destination	2019		2020		2021		2022		2023	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	99	79.8	94	89.5	77	82.8	101	80.8	94	84.7
VET Certificate IV+	10	8.1	1	1.0	1	1.1	2	1.6	2	1.8
VET Certificate III	0	0.0	2	1.9	1	1.1	1	0.8	1	0.9
VET Certificate I-II/other	1	0.8	0	0.0	0	0.0	1	0.8	0	0.0
Apprenticeship	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0
Traineeship	0	0.0	0	0.0	4	4.3	0	0.0	2	1.8
Full-time employment	3	2.4	0	0.0	1	1.1	8	6.4	1	0.9
Part-time employment	10	8.1	6	5.7	8	8.6	8	6.4	11	9.9
Seeking work	1	0.8	2	1.9	1	1.1	2	1.6	0	0.0
NILFET	0	0.0	0	0.0	0	0.0	1	0.8	0	0.0
<b>Total</b>	<b>124</b>	<b>100.0</b>	<b>105</b>	<b>100.0</b>	<b>93</b>	<b>100.0</b>	<b>125</b>	<b>100.0</b>	<b>111</b>	<b>100.0</b>



## Education and Training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



**89.2%**

**99** out of **111** Year 12 completers from Loreto College Coorparoo continued in education or training in 2023.



**27.0%**

**30** Year 12 completers from Loreto College Coorparoo were enrolled in a double degree, combining two bachelor degrees into a single course of study.

## What are they studying?

### Study field (broad) by level of study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Health	29	30.9	2	40.0	31	31.3
Society And Culture	28	29.8	1	20.0	29	29.3
Management And Commerce	16	17.0	1	20.0	17	17.2
Creative Arts	14	14.9	0	0.0	14	14.1
Natural And Physical Sciences	11	11.7	0	0.0	11	11.1
Education	6	6.4	0	0.0	6	6.1
Engineering And Related Technologies	4	4.3	0	0.0	4	4.0
Information Technology	4	4.3	0	0.0	4	4.0
Architecture And Building	3	3.2	0	0.0	3	3.0
Agriculture, Environmental And Related Studies	1	1.1	0	0.0	1	1.0
Food, Hospitality And Personal Services	0	0.0	1	20.0	1	1.0
<b>Total (students)</b>	<b>** 94</b>	<b>—</b>	<b>5</b>	<b>100.0</b>	<b>** 99</b>	<b>—</b>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

\*Both Fields of study have been included for 22 students enrolled in a double degree in more than one broad field.

\*\*Total number of students is less than combined total of all study fields.



## Study Field (narrow) by Level of Study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Nursing	12	12.8	2	40.0	14	14.1
Business and Management	10	10.6	1	20.0	11	11.1
Behavioural Science	10	10.6	0	0.0	10	10.1
Rehabilitation Therapies	9	9.6	0	0.0	9	9.1
Other Health	7	7.4	0	0.0	7	7.1
Communication and Media Studies	6	6.4	0	0.0	6	6.1
Law	6	6.4	0	0.0	6	6.1
Other Natural and Physical Sciences	6	6.4	0	0.0	6	6.1
Economics and Econometrics	5	5.3	0	0.0	5	5.1
Mathematical Sciences	4	4.3	0	0.0	4	4.0
Other Society and Culture	4	4.3	0	0.0	4	4.0
Teacher Education	4	4.3	0	0.0	4	4.0
Architecture and Urban Environment	3	3.2	0	0.0	3	3.0
Graphic and Design Studies	3	3.2	0	0.0	3	3.0
Human Welfare Studies and Services	3	3.2	0	0.0	3	3.0
Other Engineering and Related Technologies	3	3.2	0	0.0	3	3.0
Other Information Technology	3	3.2	0	0.0	3	3.0
Other Management and Commerce	3	3.2	0	0.0	3	3.0
Visual Arts and Crafts	3	3.2	0	0.0	3	3.0
Other Education	2	2.1	0	0.0	2	2.0
Performing Arts	2	2.1	0	0.0	2	2.0
Political Science and Policy Studies	2	2.1	0	0.0	2	2.0
Sales and Marketing	2	2.1	0	0.0	2	2.0
Banking, Finance and Related Fields	1	1.1	0	0.0	1	1.0
Biological Sciences	1	1.1	0	0.0	1	1.0
Computer Science	1	1.1	0	0.0	1	1.0
Environmental Studies	1	1.1	0	0.0	1	1.0
Food and Hospitality	0	0.0	1	20.0	1	1.0
Justice and Law Enforcement	1	1.1	0	0.0	1	1.0
Language and Literature	1	1.1	0	0.0	1	1.0
Other	5	5.3	1	20.0	6	6.1
<b>Total (students)</b>	<b>** 94</b>	<b>—</b>	<b>5</b>	<b>100.0</b>	<b>** 99</b>	<b>—</b>

Field of study categories based on the *Australian Standard Classification of Education*.

Bachelor Degree includes Bachelor Degree, Bachelor (Honours) Degree, Master Degree and Doctoral Degree, in addition to apprentices and trainees who said they were studying at one of these levels of study.

Other includes Associate Degree, Advanced Diploma, Diploma, VET Certificate levels I - IV and unknown level of study.

\*Both fields of study have been included for 29 students enrolled in a double degree in more than one narrow field.

\*\*Total number of students is less than combined total of all study fields.

## What Are They Studying?

### Study institution

Institution name	Total	
	number	%
Queensland University of Technology	45	45.5
The University of Queensland	22	22.2
Griffith University	17	17.2
Australian Catholic University	10	10.1
Fast-food restaurant	1	1.0
Interstate university	1	1.0
Other private training college	1	1.0
Other/Unspecified Queensland university	1	1.0
TAFE Queensland Greater Brisbane	1	1.0
<i>Total</i>	<i>99</i>	<i>100.0</i>

### How are they studying?

**97.0%**  
studying at university



**94.9%**  
studying full-time



**90.9%**  
combining study with paid employment



## Employment (total)

This section examines the labour market outcomes for Year 12 completers from Loreto College Coorparoo.



# 91.9%

**102** out of **111** Year 12 completers were in paid employment in 2023. This figure includes **12** who were only working and **90** who were both working and studying.

## What jobs are they doing?

### Occupation

Occupational unit group	Total	
	number	%
Sales Assistants (General)	22	21.6
Bar Attendants and Baristas	15	14.7
Waiters	11	10.8
Checkout Operators and Office Cashiers	8	7.8
Cafe Workers	6	5.9
Child Carers	6	5.9
Private Tutors and Teachers	6	5.9
Sports Coaches, Instructors and Officials	6	5.9
Retail Managers	3	2.9
Cooks	2	2.0
Kitchenhands	2	2.0
Livestock Farm Workers	2	2.0
Other Clerical and Office Support Workers	2	2.0
Other Miscellaneous Labourers	2	2.0
Aged and Disabled Carers	1	1.0
Commercial Cleaners	1	1.0
Dental Assistants	1	1.0
General Clerks	1	1.0
Other Factory Process Workers	1	1.0
Other Hospitality, Retail and Service Managers	1	1.0
Other Miscellaneous Technicians and Trades Workers	1	1.0
Receptionists	1	1.0
Retail Supervisors	1	1.0
<b>Total</b>	<b>102</b>	<b>100.0</b>

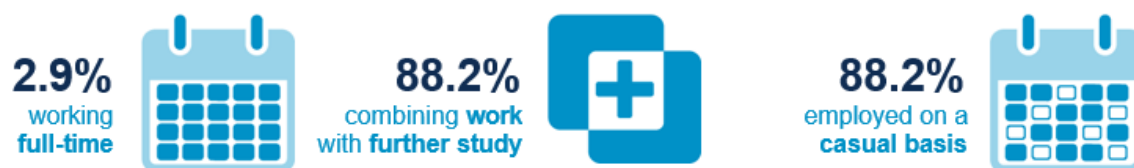
Occupation category based on the *Australian and New Zealand Standard Classification of Occupations*.

## What Industry Are They Working in?

Industry	Total	
	number	%
Accommodation & Food Services	50	49.0
Retail Trade	18	17.6
Education & Training	12	11.8
Health Care & Social Assistance	8	7.8
Arts & Recreation Services	6	5.9
Information Media & Telecommunications	2	2.0
Professional, Scientific & Technical Services	2	2.0
Agriculture, Forestry & Fishing	1	1.0
Manufacturing	1	1.0
Other Services	1	1.0
Transport, Postal & Warehousing	1	1.0
<b>Total</b>	<b>102</b>	<b>100.0</b>

Industry categories are based on the *Australian and New Zealand Standard Industrial Classification (ANZSIC)*.

## How are they working?





## School Income

### School facts

School sector	Non-government
School type	Secondary
Year range	7-12
Location	Major Cities

### School staff

Teaching staff	78
Full-time equivalent teaching staff	70.8
Non-teaching staff	45
Full-time equivalent non-teaching staff	39.8

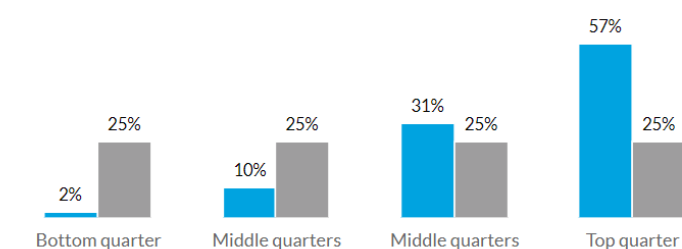
Details of the financial aspects of Loreto College Coorparoo can be found on <http://www.myschool.edu.au/>

## Student background

### Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1146
Average ICSEA value	1000
School ICSEA percentile	95

### Distribution of Socio-Educational Advantage (SEA)



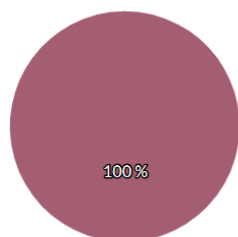
- School distribution
- Australian distribution

Percentages are rounded and may not add to 100

## Students

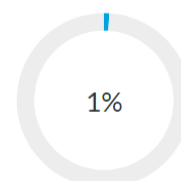
Total enrolments: 912

- Boys 0
- Girls 912



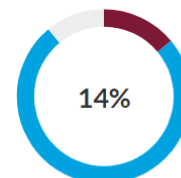
Full-time equivalent enrolments: 912.0

Indigenous students



Language background other than English

- Yes (14%)
- No (75%)
- Not stated (11%)



## School Contact

Contact person in respect of this report is the Director of Finance & Business Operations - Ph: 07 3394 9999.





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