



ANNUAL REPORT

2024

Front cover

CONTENTS

School Details	1
Distinctive Curriculum Offerings	2
Subject Offerings 2024	3
Extra-Curricular Activities	5
Staff	6
Social Climate	8
Faith Life.....	8
Service and Immersion Opportunities	8
Student Leadership.....	9
Student Wellbeing & Pastoral Care.....	9
Cultural Program.....	10
Sport Program	11
Community Engagement	12
Information Communication & Technology (ICT) & the Curriculum	14
Learning Management System (LMS)	14
Student, Staff and Parent Satisfaction Survey	17
National Assessment Program Literacy and Numeracy (NAPLAN)	19
Student Attendance	20
Senior Secondary Outcomes 2024	21
Post-School Destinations 2024	24
Engagement in Education, Training or Employment	25
Main Destinations Over Time.....	26
Education and Training	27
Study Field (narrow) by Level of Study	27
What Are They Studying?	29
Employment (total).....	30
What Industry Are They Working in?	31
School Income	32

Felicity
Freedom
Verity
Sincerity
Justice

SCHOOL REPORT – 2024

Data from the 2024 School Year

School Details

School Name	Loreto College Coorparoo
Location	415 Cavendish Road Coorparoo
Postal Address	PO Box 1726 Coorparoo DC 4151
Type of School	Independent Catholic Girls' Secondary School
Founded	Founded by the Institute of the Blessed Virgin Mary (Loreto Sisters) in 1928.
Enrolment	944
Year Levels	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 2024 chose subjects that could lead to an ATAR, Queensland Certificate of Education (QCE), Queensland Certificate of Individual Achievement (QCIA) and/or a tertiary rank. They have also been able to undertake courses that include Diploma and Certificate III level qualifications.

In 2024, 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 contributed to a Queensland Certificate of Education. Access to a Queensland Certificate of Individual Achievement (QCIA) was also available.



Subject Offerings 2024

Year 7		Year 8	
CORE	ELECTIVE	CORE	ELECTIVE
<p>English Mathematics Religion Science Humanities (History & Geography) Physical Activity & Wellbeing</p>	<p>Creative Arts Art Drama Music</p> <p>Languages French German Japanese</p> <p>Technologies Digital Technologies & Coding Robotics & Engineering Food Technology</p>	<p>English Mathematics Religion Science Humanities (History & Geography) Physical Activity & Wellbeing</p>	<p>Creative Arts Art Drama Music</p> <p>Enterprise & Technology Business</p> <p>Languages French German Japanese</p> <p>Technologies Digital & Design Food Technology</p>

Year 9		Year 10	
CORE	ELECTIVE	CORE	ELECTIVE
<p>English Mathematics Religion Science Humanities (History & Geography) Physical Activity & Wellbeing</p>	<p>Creative Arts Art Drama Music</p> <p>Enterprise & Technology Business</p> <p>HPE Health & Physical Education</p> <p>Languages French German Japanese</p> <p>Technologies Digital & Design Food Technology</p>	<p>ONE English subject: English or Literature</p> <p>ONE Mathematics subject: General Mathematics Foundations Mathematical Methods Foundations Specialist Mathematics Foundations</p> <p>Religion Religion & Ethics</p> <p>At least ONE Science: Prep Biology & Psychology Prep Chemistry & Physics Prep Chemistry & Biology Science</p> <p>Core Physical Education</p>	<p>Creative Arts Art Drama Music</p> <p>Enterprise & Technology Economics & Accounting Legal Studies & Business</p> <p>HPE Health & Physical Education Introduction to Hospitality</p> <p>Humanities Geography Introduction to Ancient History Introduction to Modern History</p> <p>Languages French German Japanese</p> <p>Technologies Digital & Design</p>

YEAR 11

All students study English, Literature or Essential English
In addition, a minimum of five choices from the following subjects is required.

General Subjects		Applied Subjects
Accounting Ancient History Biology Chemistry Design Digital Solutions Drama Economics English English & Literature Extension* 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
		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 attracts neither ATAR nor QCE points

YEAR 12

All students study English, Literature or Essential English
In addition, a minimum of four choices from the following subjects is required.

General Subjects		Applied Subjects
Accounting Ancient History Biology Chemistry Design Digital Solutions Drama Economics English English & Literature Extension* 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 attracts neither ATAR nor QCE points

Extra-Curricular Activities

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

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

ENRICHMENT ACTIVITIES		
Art Club	Loreto Performing Arts Club (LPAC)	Debating
Past Pupils' Tutoring	Public Speaking	Maker Club
The Lord Mayor's Young Environmental Leadership Network (LMYELN)	Science Week	QLD Youth Parliament

COCURRICULAR COMPETITIONS	
UQ School of Economics Competition	Australian Geography Competition
Business – Buy Smart Competition (Years 7-9 3 rd Place)	AMC Australian Mathematics Competition
Creative Generation Excellence in Visual Art Awards	QIEU Art Competition
QIEU Literary Competition	Opti-MINDS (Year 9 2 nd Place in QLD)
Education Perfect Language Championships	Australian History Competition
Ecoman Competition (Year 10 1 st Place)	AEL Minecraft Building Competition (Year 12 3 rd Place)

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	Art Council
House Captains	Dance Captains	Sports Teams Captains

Staff

In 2024, the annual focus from the HEART (Holistic, Effect, Attitude, Reach, Thinking) Teaching and Learning Framework was 'Holistic.' Now in its fifth year of implementation, a strong emphasis was placed on the overarching principle that integrates all other components – H for Holistic.

Dr. Paul Kidson, Senior Lecturer at Australian Catholic University, was welcomed to present a thought-provoking professional learning session with all Staff titled *That Was Then, This Is Now* to launch the January Staff Week. All Middles Leaders also engaged in Middle Leader Coaching program with Ms Jodie Davey, from Powerful Partnerships.

A team of Pedagogy Leaders led fortnightly Professional Learning Teams from Terms 1 to 3, enabling teachers to engage with research and implement Teaching Sprints (Breakspear, 2020) informed by the instructional practice model (Marzano, 2018). These Professional Learning Teams focused on holistic strategies aimed at effectively implementing Restorative Practice and establishing effective classroom routines, which were essential for creating an optimal learning environment. Research indicated:

Routines are sequences of recurring tasks or actions (such as entering the classroom, knowing where to sit, starting promptly with an interesting activity, greeting each other) designed and taught by the teacher so that they become automatic for students. Their efficient, productive, and automatic execution reduces wasted learning time and helps to free up students' working memory to focus on learning (Lemov, 2021).

In 2024, a new timetable structure was introduced. Feedback from students and staff was highly positive, with many expressing their appreciation for the five-period day and particularly noting the benefit of having only one lesson after lunch. The revised timetable provided longer blocks of uninterrupted learning, facilitating deeper exploration of subjects, learning experiences, and discussions.

Loreto staff continued to contribute to the broader educational community by sharing approaches to teaching and learning at local, national, and international conferences. The Program Leader Library and Research represented Loreto College Coorparoo at the EduTech Congress and Expo, LARK Symposium, and the International Coalition of Girls' Schools Queensland Twilight Networking Event. The Deputy Principal Curriculum, Pedagogy Leader, and Acting Curriculum Leader Creative Arts contributed to the Loreto Schools of Australia Committee Conference in Sydney. Additionally, the Deputy Principal Curriculum presented *Cultivating Courageous Teams – Courageous Conversations: A Toolkit for Middle Leadership Empowerment* at the Association of Heads of Independent Schools of Australia National Conference.

Loreto staff continue to be highly engaged with roles at the *Queensland Curriculum and Assessment Authority*. Excellent representation across all curriculum areas included:

- 5 Endorsers, including 3 Lead Endorsers
- 13 Confirmers, including 1 Lead Confirmer
- 16 External Examination Markers, including 4 Lead Markers and 1 Chief Marker

Staff continued to engage in formal external studies, including master's degrees, diplomas, certificates, and other postgraduate qualifications.

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

Recognition of staff achievements remained a priority. Congratulations were extended to the Director of Mission, the Program Leader: Social Justice and the Year 10 Homeroom Teachers for their contributions to the 2024 Excellence Award for Best Co-curricular Program: Year 10 Social Justice Immersion Program, as part of the Australian Education Awards 2024. Further congratulations were extended to our Program Leader Social Justice and Curriculum Leader: Creative Arts who were shortlisted for the prestigious QCT TeachX Awards. Selected from 349 nominations, their dedication to education was acknowledged.

Additionally, the Curriculum Leader: Enterprise and Technology was awarded the Business Educators' Association of Queensland Fellow Award in recognition of her contributions to business education in Queensland. Our Pastoral Leader: Year 8 was nominated for a National Excellence in Teaching Award (NEITA). One of the science faculty achieved accreditation as a Chartered Science Teacher by the Royal Society of Chemistry. The College Liturgist was nominated for the Brisbane Catholic Education Spirit of Catholic Education Award. The Educator recognised the Deputy Principal-Curriculum on the national 'Hotlist' for the third consecutive year.

The Principal, Mrs. Kim Wickham, was a recipient of the Australian Education Award for *School Principal of the Year – Non-Government – Excellence Awards*.

The 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 the incorporation of Catholic Social Teachings into the curriculum.

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

Average expenditure per teacher on professional learning during 2024 was approximately \$1260.

Qualification – Teaching Staff	Number
PhD	3
Master	35
Bachelor Degree	105
Post Graduate Degree	5
Graduate Diploma	36
Graduate Certificate	13
Certificate	17
Diploma	20
Post Graduate Diploma	3
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 Religious Education 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, liturgies and masses. Whole school liturgical celebrations included two full school masses, marking significant moments in 2024. 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

The Service Program continued our commitment to charitable and justice actions. Student-led groups including the Mission, Environment and Multicultural Councils, the St Vincent de Paul Conference and Mission in Action 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 Foundation Camp program where they cared for children giving families three days' respite. Students in Year 11 participated in our breakfast service at Emmanuel City Mission and Year 12 participated in the Rosies' Outreach Program. 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 linked our students with local organisations working with Aboriginal and Torres Strait Islanders, women and children, refugees and asylum seekers, those experiencing homelessness and those working in environmental justice.

Student Leadership

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 2024 each Year 12 student became a member of a particular Council whose responsibility included enhancing school spirit, promoting student engagement in different aspects of College life, and raising awareness and funds for causes and initiatives associated with the College. Further, a number of Year 12 students were elected to Student Leadership positions relevant to different domains of the school including Music, Sport, Clubs and Associations. Three Year 10 students also represented the College as Lord Mayor Youth Representatives. In Years 8 to 11, students were elected by their peers to act as representatives for their house groups and on the Student Representative Council, a system that not only fosters the development of leadership capacity across the College but also 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 on a semester-by-semester basis. In 2024, the inaugural group of Year 8 Buddies were elected from the Year 7 cohort to support Year 5 students in 2025.

Student Wellbeing & Pastoral Care

The Pastoral Care program promoted student development and connection to our community, so they feel known, valued and empowered. Specifically, our approach placed the ethos, philosophy and values of the IBVM Sisters at its center while addressing pertinent factors associated with student wellbeing. The Pastoral Program, rooted in current and contextually-suited literature, incorporated specialist presentations by health and wellbeing experts to complement the pastoral lessons delivered by 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 were set out in the Student Rights and Responsibilities 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 students in lessons related to study and workload management. Explicit teaching of study skills and behaviours promoting positive attitudes for learning alongside goal setting and self-reflection activities were included.

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 Character Builders 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 *Leaving Loreto* program. The transition program ensured students were provided with practical and accessible information pertaining to mental health and wellbeing services, a General Practitioner who is also a past pupil, and opportunities to connect with College Past Pupils.

Acknowledging the importance of including a 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 10 students who were selected as Peer Mentors, engaged in workshops and training so they could assist younger students, a program that was well-received by the community.

Cultural Program

In 2024, the Loreto College Creative Arts program focused on fostering students' imaginative and critical thinking while strengthening their skills in problem-solving, collaboration, and innovation. The program provided a space for students to develop confidence and be empowered through creative expression.

In collaboration with Villanova College, Loreto College staff directed and produced *Legally Blonde: The Musical*. The production delivered a compelling story of self-discovery, respect and courage.

The Loreto Performing Arts Club (LPAC) was offered to students with an interest in drama. A number of students took advantage of opportunities to refine their performing arts skills before and after school, supporting both their curriculum studies and personal artistic pursuits.

In the classroom, students engaged with diverse historical, social and political concepts. Across Years 9 to 12, they participated in live theatre experiences, including a performance of 'Medea', and attended workshops led by industry professionals. Collaborations with past pupil and Australian actress Christen O'Leary, as well as Shock Therapy Productions, provided students with valuable insights into professional artistic practice and supported them in refining their skills as performers. Several students also participated in Queensland Theatre's 'The Scene Project', performing with professionalism in a highly regarded creative setting.

The College's annual Art Show returned in 2024, featuring a diverse range of exhibits across various mediums from Years 7 to 12. Centred on the theme 'Art Unites Us and Helps Us to Find Our Voice', students engaged in a variety of creative events, with their work—including live performances—being showcased. Past pupils returned to share insights into the impact of their arts education on their careers. The event was further enriched by the support and leadership of the three council leaders during Arts Week activities.

The 2024 IEU-QNT Awards of Excellence in Art Design were held at the Queensland Multicultural Centre. One student was awarded a Highly Commended recognition, with all entrants submitting artwork based on the theme Growing Up.

Live music performances provided additional opportunities to showcase student talent. In 2024, 259 students were involved in private music tuition with 435 playing positions across 21 ensembles.

In 2024, Loreto College's debating program continued to grow, with 15 teams from Years 7 to 12 competing across the season. Our five Year 7 teams built strong foundational skills and confidence. In the Queensland Debating Union Competition, 10 teams represented the College, with six advancing to the finals—a reflection of the students' commitment, teamwork, and critical thinking. Teams from Years 8, 9, 10, and 12 all proceeded to the preliminary finals, showcasing the depth of talent across year levels. This success would not have been possible without the dedication of our coaches, whose guidance and support helped foster a respectful, inclusive, and thriving debating culture.



Sport Program

The College actively participated in the CaSSSA sporting competition, competing in AFL, Athletics, Basketball, Cross-Country, Cricket, Hockey, Netball, Soccer, Swimming, Tennis, Touch Football, Volleyball, and the Rugby 7s Gala Day. The College also competed in club Water Polo and Touch Football. The College took part in various local, state and national representative competitions across multiple sports, including AFL, Futsal, Netball, Volleyball, Touch Football and Water Polo.

Our Sport teams were coached and managed by qualified coaches, staff, parents, and past students. Additionally, students had access to advanced development opportunities through clinics and workshops facilitated by state sporting organisations. The College offers 15 fixtured sport competitions and participation in 10 state and national events.

- 45 students were selected for representative sport to compete at regional level.
- 23 students were selected for representative sport to compete at State level.
- 26 students were selected to compete for Loreto at the Australian Youth Water Polo Championships.
- 44 students were selected for representative sport to compete at National level.
- 56 students were selected to compete for Loreto at the Water Polo Queensland State Titles.
- 5 students were selected for representative sport to compete at international level.

In 2024, 123 sporting teams participated in CaSSSA, BMTA Touch Football and BWPI/ BMJC Water Polo competitions and 21 teams represented the College at State and National competitions.

Sport		
AFL	Athletics	Basketball
Cross Country	Cricket	Futsal
Hockey	Netball	Soccer
Swimming	Tennis	Touch Football
Volleyball	Rugby 7s	Water Polo



Community Engagement

Loreto College valued 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.

- Welcome Morning for Year 7 parents and carers
- Parents of Loreto Welcome BBQ
- Year Level Parent Information Evenings
- Honours Assembly
- Parent – Student – Teacher Interviews (two per year)
- Twilight Open Event
- Parents of Loreto Association
- Music Support Group
- Sport Support Group
- LINC Program
- P&F Dance (Years 8 & 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
- Loreto Ladies Long Lunch
- Groundbreaking Ceremony
- Ceremony of Excellence
- Seniors' Commissioning Ceremony
- Sports Lunch
- Graduation Assembly and Mass
- Valedictory Dinner

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

Parents of Loreto (PoL) continue 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 student dances, a Welcome BBQ and fundraising initiatives. They sponsored guest speakers and parent information forums.

Two parent volunteer support groups also work in support of the College: 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 Parents of Loreto. 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 were encouraged and valued.



Information Communication & Technology (ICT) & the Curriculum

In 2024, the Technology Services and Support (TSS) department continued to focus on improving core enterprise IT systems, supporting teaching and learning, developing new systems and applications, and enhancing the cyber resilience of the College. The team managed a complex set of priorities and competing demands to support the College and its students. This work resulted in significant improvements for stakeholders across the College.

Artificial Intelligence (AI) remained a prominent focus in educational institutions, including Loreto. The team worked to establish a foundation that supports the introduction of AI in an effective and sustainable manner while addressing ethical considerations related to privacy and compliance. This saw the deployment of Co-Pilot Web for all College employees, along with comprehensive trials of Co-Pilot Office 365 and Co-Pilot Studio. These tools allow staff to engage with AI safely and responsibly, thereby facilitating contemporary AI use while safeguarding sensitive information.

In 2024, our 1:1 laptop program underwent a significant transformation with the transition from Acer devices to a new fleet of Lenovo laptops. The Technologies Team, in collaboration with the Steering Committee, conducted a comprehensive review of the 1:1 laptop program. This review incorporated feedback, assessed key upcoming needs and challenges, and evaluated over thirteen different education laptop models. Following this assessment, the College selected a new device specifically designed to meet the precise requirements of our students and staff, while also considering important technology and service features.

Cybersecurity remains a critical focus at all organisational levels, the College prioritises the safety and security of our community's information. Improvements are complemented by an ongoing staff training program, annual auditing and infrastructure.

The College invested in key projects aimed at updating digital equipment and facilities that support learning. This included refreshing the printing fleet, updating key storage and compute infrastructure, expanding and refurbishing audio-visual spaces, and enhancing audio technologies in the Mary Ward Centre. The College rolled out a new standard desk configuration for physical workstations. The College adopted a lifecycle policy that aims to support ethical and environmental disposal of technology assets, preferring sustainable reuse, sale, or donation of equipment over destruction. The staff and student buyback initiative provides access to affordable and sustainable hardware.

The TSS team continues to support teaching and learning through various initiatives including the introduction of a full-time role dedicated to data administration and integration, aiming to enhance data workflows, improve system interconnectivity, and ultimately augment educational tools. By closely collaborating with curriculum and digital learning teams, the TSS department is working to advance the applications provided to students, such as the CANVAS Learning Management System. Through improvements in Learning Tools Interoperability, the development of new automated data workflows, and the introduction of additional learning applications, we aim to optimise systems to support classroom learning and strengthen digital pedagogy.

Learning Management System (LMS)



After initial implementation in 2021, the College’s Learning Management System (LMS) CANVAS moved into its fourth year of operation. By the start of 2024, all secondary year levels had access to CANVAS as the College’s central resource and learning hub for all students.

Led by the Deputy Principal – Curriculum and supported by the Digital Literacy Officer, staff engaged in a series of lunchtime and after-school professional learning activities to support the continued implementation of CANVAS. The CANVAS professional learning and training site continued to be populated with numerous instructional guides, videos and illustrative examples on how to create content, embed features and publish course material. CANVAS and digital literacy were also the focus of College’s Term 4 Professional Learning Teams program (PLT). With the reintroduction of Primary Years in 2025, Semester 2 included a focus on the development of CANVAS content for Year 5.

The College also commenced a project in partnership with TrackOne Studio to transition the College’s continuous reporting to CANVAS as part of concerted effort to minimise data entry of student results in multiple digital platforms. This project will see staff utilising CANVAS rubrics to provide results and feedback to students, which in turn will be viewable by parents and caregivers. This project also includes an automated ‘push’ of results from CANVAS into the College database and Learning Analytics suite.





Student, Staff and Parent Satisfaction Survey

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

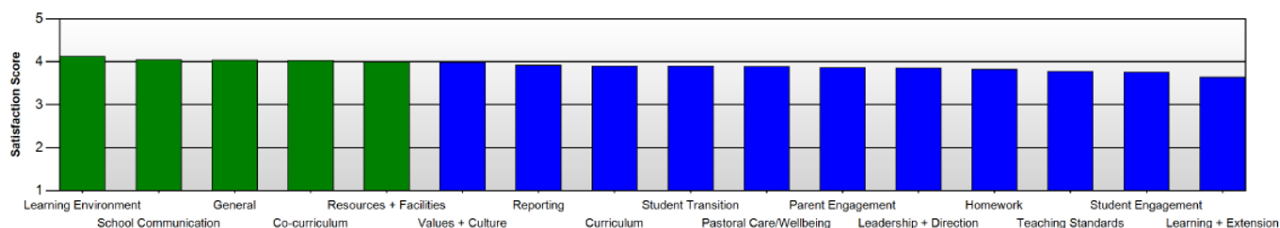
Results from the 2022 survey are as follows:

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.

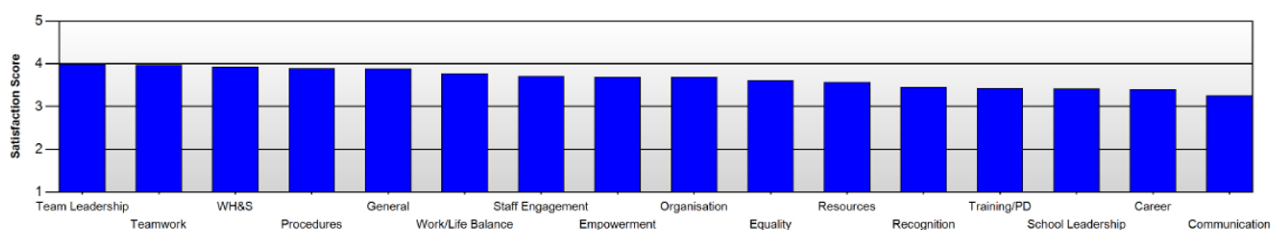


Staff

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.

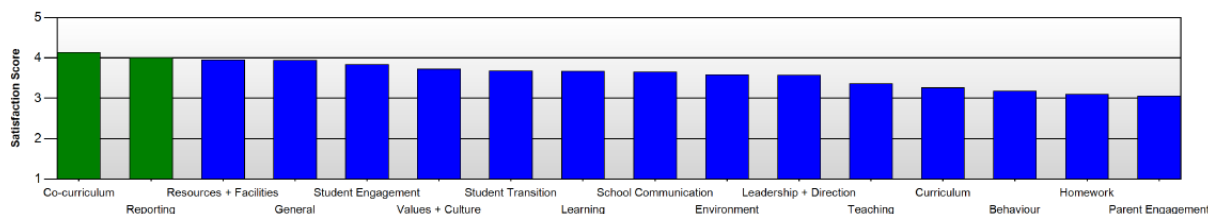








Students

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. Student Voice was honoured in many forums with morning teas (conducted with Years 7, 9, 11 and 12 in small groups with the Principal) as well as meetings with student leaders.

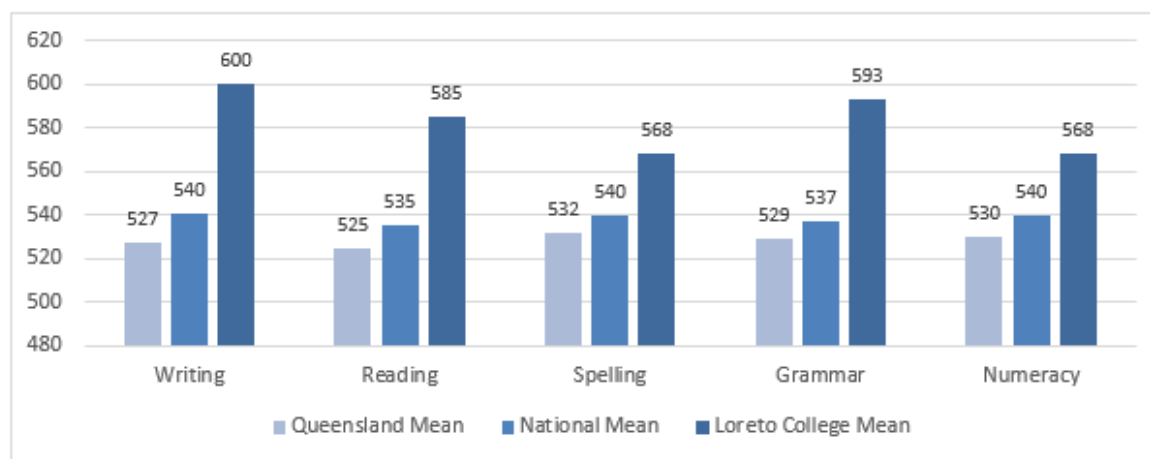


National Assessment Program Literacy and Numeracy (NAPLAN)

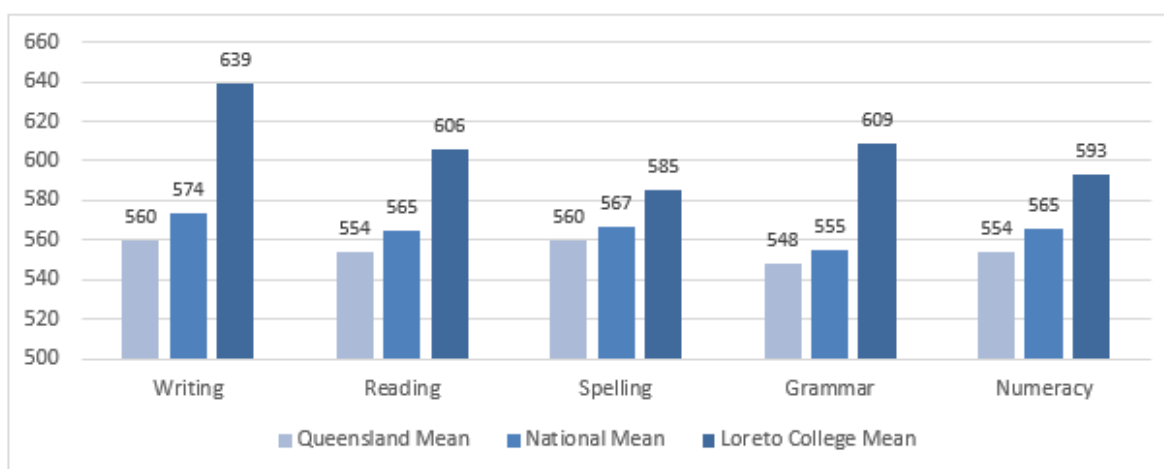
All Year 7 and 9 students take part in the NAPLAN tests that are undertaken across Australia. The results are provided to parents by way of an individual report showing their child's own results compared with the national average. The College is also provided with summary results which outline the mean 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	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
Queensland Mean	527	525	532	529	530
National Mean	540	535	540	537	540
Loreto College Mean	600	585	568	593	568



Year 9	Writing	Reading	Spelling	Grammar and Punctuation	Numeracy
State Mean	560	554	560	548	554
National Mean	574	565	567	555	565
Loreto College Mean	639	606	585	609	593



Student Attendance

The average student attendance rate for 2024 was:

Year Level	7	8	9	10	11	12
Attendance	94.3%	91.9%	90.8%	91.2%	91.1%	88.5%
Whole School Attendance	91.3%					

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 arrivals.

Retention Rates – Year 10 - 12

Year	Apparent Retention Rate
2015	98%
2016	101%
2017	100%
2018	100%
2019	103.5%
2020	101%
2021	99%
2022	95%
2023	101.4%
2024	100%

We communicated the 2024 students' outcomes through this correspondence:

QCE Results



Congratulations to the Loreto College Coorparoo graduating Class of 2024



Mrs Kim Wickham
Principal

The Loreto College Coorparoo community is immensely proud of the outstanding academic achievements of the 2024 cohort. 24% of students achieved an ATAR of 95.00, while 46% of students received an ATAR of 90.00 and above. These exceptional results reflect the commitment of our students.

We congratulate the Year 12 Class of 2024 whose collective efforts have been outstanding. With the support of their families, along with the guidance of Loreto's exemplary teachers, the Class of 2024 have worked well to realise their potential.

All students have exited with a qualification, with 100% graduating with the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA), with 17 students achieving an A standard result in all six (6) of their General subjects. These 17 students will be recognised by the QCAA with a Commendation Award in the new year.

Furthermore, 54 students (34%) achieved a Diploma qualification, and 31 students (29%) gained a Certificate III or IV. The College recognises the 53 students who have received early offers for tertiary study.

I extend my sincere thanks to Ms Sophie Monteith for her care of the cohort, the Curriculum Leaders and teachers for their work with the students, Ms Kristal Meekings, Mrs Chauntelle Jones and Mrs 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 2024 well, we recall Mary Ward's adage that 'women in time to come will do much'.

COLLEGE DUX
Ellie Nunan



COLLEGE DUX
Isabella Franco



ATAR Highlights

ATAR 99.95 = 2 students			
ATAR 99+	6%	ATAR 80+	78%
ATAR 95+	24%	ATAR 70+	96%
ATAR 90+	46%	MEDIAN ATAR	89.3

QCE Highlights

QCE & QCIA	100%	Subject Results 80+	62%
Subject Results A or B	92%	Median Subject Result	83%
Students awarded a Diploma	34%	Students awarded a Certificate III or IV	24%

FULL MARKS EXTERNAL ASSESSMENT

- Drama**
Alexandra Dearness, Maddy Mondolo, Imogen Ross
- English**
Marissa Bucolo, Chidiuso Chukwunneke, Molly Clark, Elise Ivankovic, Makaylee Ivankovic, Hannah Mitchell, Jo McCarthy, Ellie Nunan, Kate Peck, Ellouise Richards
- English & Literature Extension**
Jay Bambrick, Jo McCarthy, Molly Clark, Tessa Lourigan
- German**
Isabella Franco
- Literature**
Isabella Franco
- Mathematic Methods**
Ellie Nunan
- Music**
Elise Ivankovic, Makaylee Ivankovic
- Physics**
Isabella Franco
- Specialist Mathematics**
Ellie Nunan
- Study of Religion**
Kate Peck, Lilli Richards, Monique Stevens

PROXIME ACCESSIT
Luna Jazrawi



PROXIME ACCESSIT
Harriet Kinross



PERFECT SUBJECT SCORE



Drama
Alexandra Dearness



English
Makaylee Ivankovic, Ellie Nunan



Mathematic Methods
Ellie Nunan



Music
Makaylee Ivankovic



Physics
Isabella Franco



Specialist Mathematics
Ellie Nunan



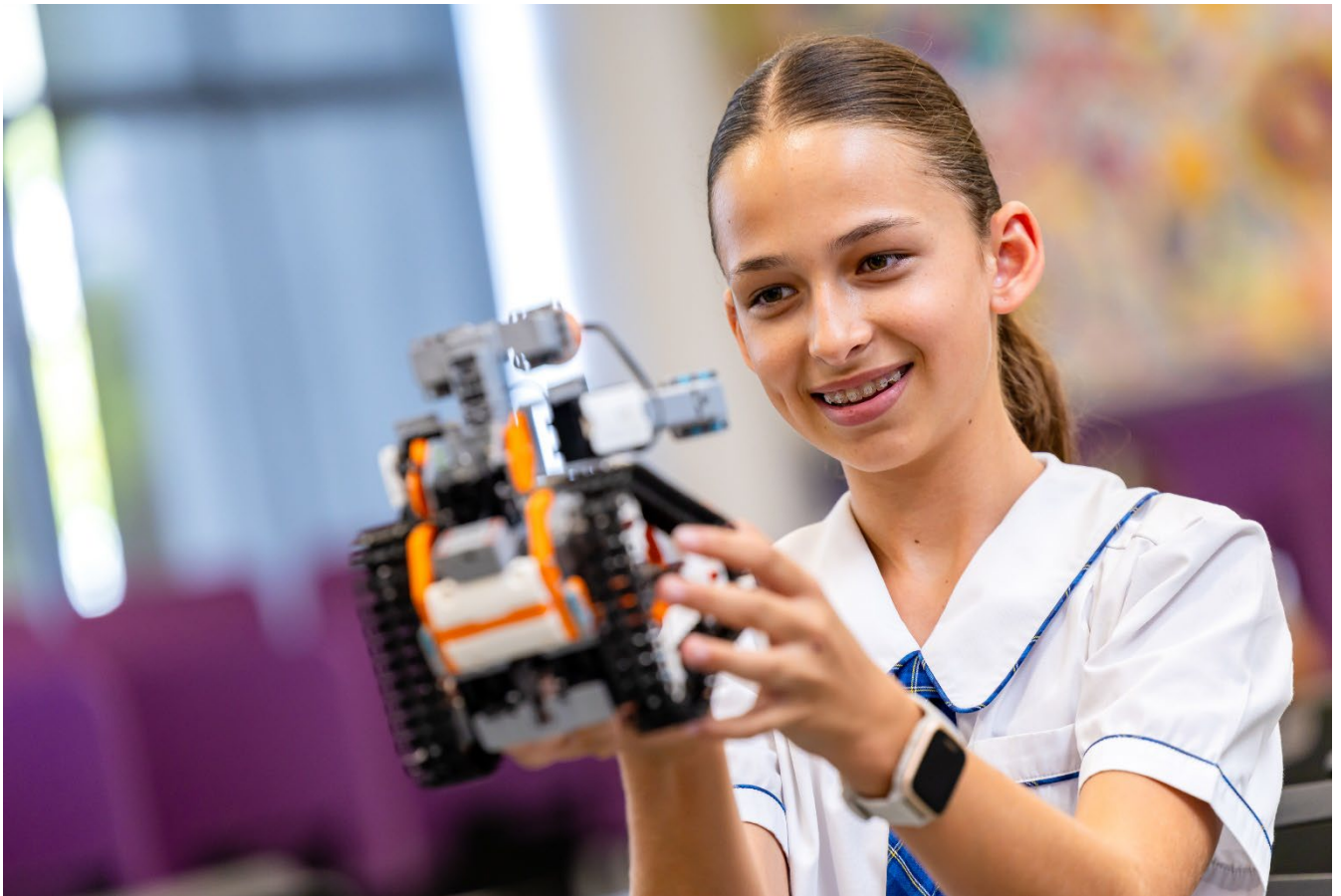
Study of Religion
Monique Stevens

Senior Secondary Outcomes 2024

Number of students who received a Senior Education Profile (SEP)	158
Number of students awarded a Queensland Certificate of Education (QCE)	157
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	1
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Number of students awarded one or more VET qualifications	78
Number of students who completed a school-based apprenticeship or traineeship (SAT)	1
Number of students awarded a VET qualification:	
Certificate II	39
Certificate III	31
Diploma	54
Advance Diploma	0

Percentage of students with:	
ATAR of 90 and above	46%
QCE	100%
Queensland Tertiary Admissions Centre applicants receiving a tertiary offer	99.3%
Certificate III	20%
Diploma	34%





Post-School Destinations 2025

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 2024. 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. Regional and statewide reports will be available from October 2025.



75.3% response rate
119 out of 158 Year 12 completers from this school responded to the 2025 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2025, 98.3% of Year 12 completers from Loreto College Coorparoo were engaged in education, training or employment in the year after they completed school.



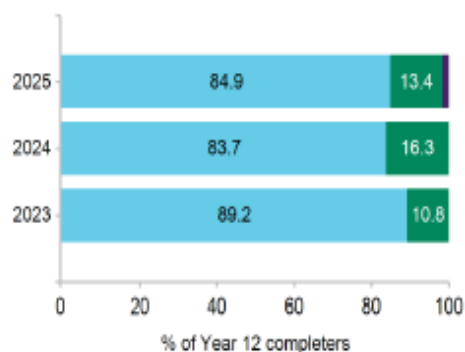
Of the 119 respondents, 84.9% continued in education and training. The most common study destination was bachelor degree.



A further 13.4% transitioned directly into paid employment only.

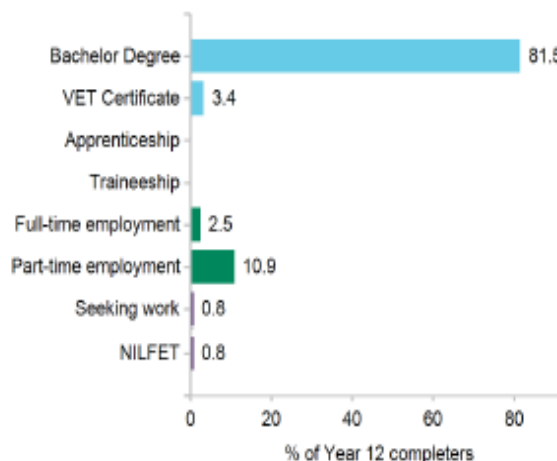
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment only
■ Not in education, employment or training

Main Destination in 2025

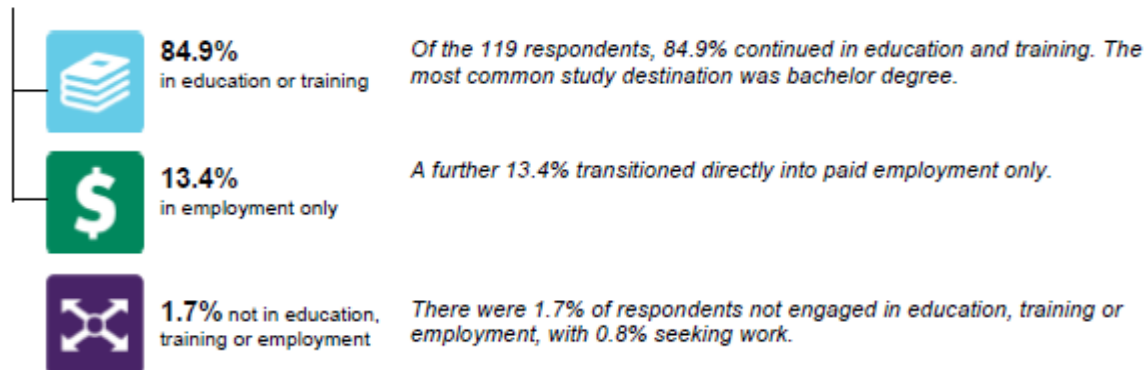


Engagement in Education, Training or Employment

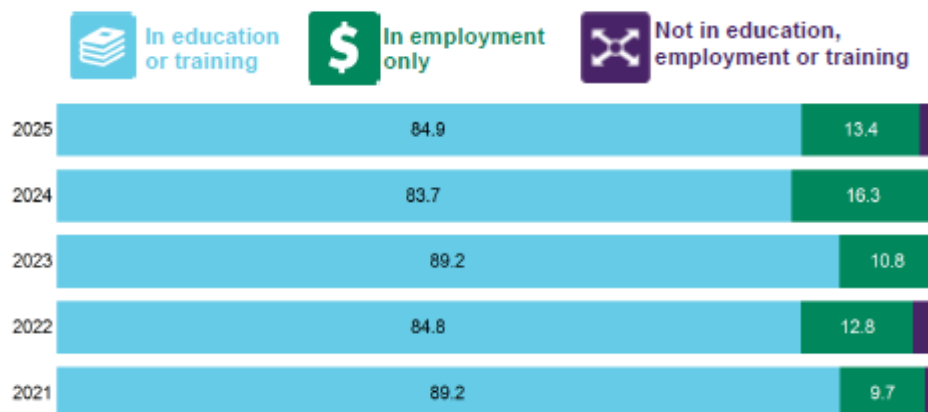
Year 12 completers from Loreto College Coorparoo have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

Engagement in education, training or employment

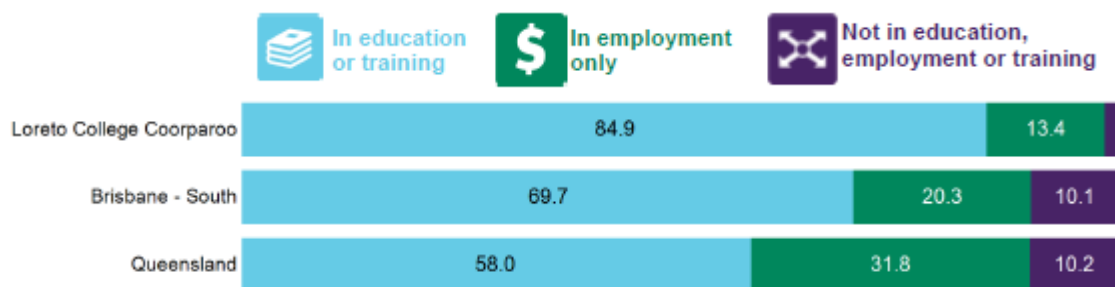
98.3% engaged in education, training or employment



Engagement over time



How does your school compare?

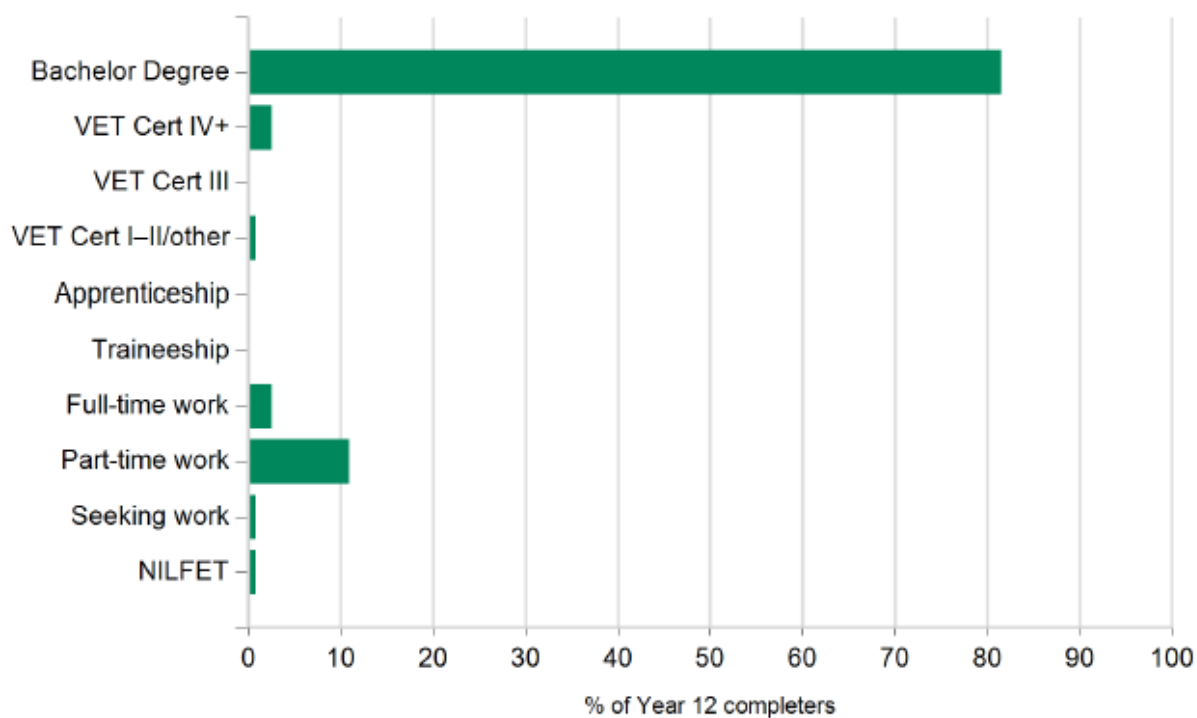


Main Destinations Over Time

Main destination

Main destination	Total	
	number	%
Bachelor Degree	97	81.5
VET Certificate IV+	3	2.5
VET Certificate III	0	0.0
VET Certificate I-II/other	1	0.8
Apprenticeship	0	0.0
Traineeship	0	0.0
Full-time employment	3	2.5
Part-time employment	13	10.9
Seeking work	1	0.8
NILFET*	1	0.8
Total	119	100.0

*NILFET: Not in the labour force, education or training.



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.



84.9%

101 out of 119 Year 12 completers from Loreto College Coorparoo continued in education or training in 2025.



26.1%

31 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	33	34.0	0	0.0	33	32.7
Society And Culture	26	26.8	0	0.0	26	25.7
Management And Commerce	23	23.7	0	0.0	23	22.8
Creative Arts	10	10.3	2	50.0	12	11.9
Engineering And Related Technologies	5	5.2	0	0.0	5	5.0
Natural And Physical Sciences	5	5.2	0	0.0	5	5.0
Education	4	4.1	0	0.0	4	4.0
Architecture And Building	3	3.1	0	0.0	3	3.0
Agriculture, Environmental And Related Studies	2	2.1	0	0.0	2	2.0
Food, Hospitality And Personal Services	0	0.0	1	25.0	1	1.0
Mixed Field Programmes	0	0.0	1	25.0	1	1.0
Total (students)	** 97	—	4	100.0	** 101	—

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 14 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.

Field (narrow) by Level of Study

Study field*	Bachelor Degree		Other		Total	
	number	%	number	%	number	%
Nursing	17	17.5	0	0.0	17	16.8
Business and Management	11	11.3	0	0.0	11	10.9
Other Health	11	11.3	0	0.0	11	10.9
Behavioural Science	10	10.3	0	0.0	10	9.9
Law	8	8.2	0	0.0	8	7.9
Communication and Media Studies	7	7.2	0	0.0	7	6.9
Rehabilitation Therapies	7	7.2	0	0.0	7	6.9
Sales and Marketing	7	7.2	0	0.0	7	6.9
Banking, Finance and Related Fields	4	4.1	0	0.0	4	4.0
Other Natural and Physical Sciences	4	4.1	0	0.0	4	4.0
Other Society and Culture	4	4.1	0	0.0	4	4.0
Architecture and Urban Environment	3	3.1	0	0.0	3	3.0
Language and Literature	3	3.1	0	0.0	3	3.0
Other Engineering and Related Technologies	3	3.1	0	0.0	3	3.0
Political Science and Policy Studies	3	3.1	0	0.0	3	3.0
Teacher Education	3	3.1	0	0.0	3	3.0
Electrical and Electronic Engineering and Technology	2	2.1	0	0.0	2	2.0
Environmental Studies	2	2.1	0	0.0	2	2.0
Graphic and Design Studies	2	2.1	0	0.0	2	2.0
Justice and Law Enforcement	2	2.1	0	0.0	2	2.0
Performing Arts	1	1.0	1	25.0	2	2.0
Accounting	1	1.0	0	0.0	1	1.0
Biological Sciences	1	1.0	0	0.0	1	1.0
General Education Programmes	0	0.0	1	25.0	1	1.0
Human Welfare Studies and Services	1	1.0	0	0.0	1	1.0
Mechanical and Industrial Engineering and Technology	1	1.0	0	0.0	1	1.0
Medical Studies	1	1.0	0	0.0	1	1.0
Other Creative Arts	0	0.0	1	25.0	1	1.0
Other Education	1	1.0	0	0.0	1	1.0
Other Management and Commerce	1	1.0	0	0.0	1	1.0
Other	2	2.1	1	25.0	3	3.0
Total (students)	** 97	—	4	100.0	** 101	—

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 26 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	44	43.6
The University of Queensland	30	29.7
Griffith University	15	14.9
Australian Catholic University	6	5.9
Bond University	1	1.0
Hair and makeup training	1	1.0
Interstate university	1	1.0
James Cook University	1	1.0
Other private training college	1	1.0
University of the Sunshine Coast	1	1.0
Total	101	100.0

How are they studying?

98.0%
studying at university



98.0%
studying full-time



91.1%
combining study with paid employment



Employment (total)

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



90.8%

108 out of 119 Year 12 completers were in paid employment in 2025. This figure includes 16 who were only working and 92 who were both working and studying.

What jobs are they doing?

Occupation

Occupational unit group	Total	
	number	%
Sales Assistants (General)	24	22.2
Waiters	12	11.1
Bar Attendants and Baristas	11	10.2
Checkout Operators and Office Cashiers	10	9.3
Private Tutors and Teachers	9	8.3
Child Carers	8	7.4
Retail Supervisors	7	6.5
Receptionists	4	3.7
Sports Coaches, Instructors and Officials	4	3.7
Cafe Workers	2	1.9
Kitchenhands	2	1.9
Retail Managers	2	1.9
Shelf Fillers	2	1.9
Aged and Disabled Carers	1	0.9
Amusement, Fitness and Sports Centre Managers	1	0.9
Bakers and Pastrycooks	1	0.9
Caretakers	1	0.9
Dental Hygienists, Technicians and Therapists	1	0.9
Fast Food Cooks	1	0.9
Other Clerical and Office Support Workers	1	0.9
Other Hospitality Workers	1	0.9
Other Miscellaneous Clerical and Administrative Workers	1	0.9
Other Miscellaneous Labourers	1	0.9
Other Sales Assistants and Salespersons	1	0.9
Total	108	100.0

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	48	44.4
Retail Trade	25	23.1
Education & Training	13	12.0
Health Care & Social Assistance	13	12.0
Arts & Recreation Services	5	4.6
Other Services	2	1.9
Information Media & Telecommunications	1	0.9
Professional, Scientific & Technical Services	1	0.9
Total	108	100.0

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

How are they working?



School Income

2024

School facts

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

School staff

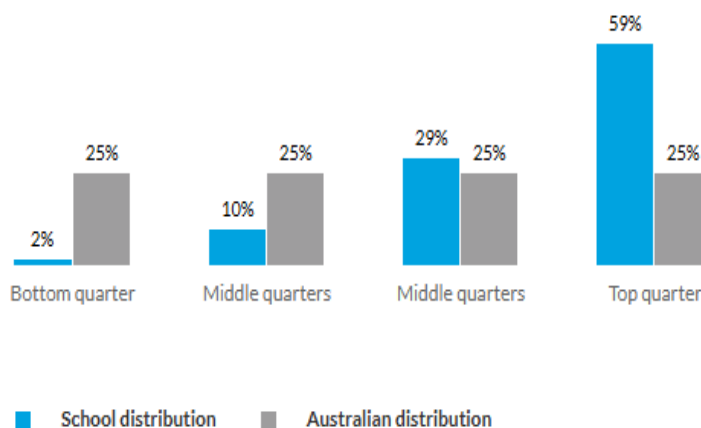
Teaching staff	80
Full-time equivalent teaching staff	73.8
Non-teaching staff	47
Full-time equivalent non-teaching staff	42.1

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1149
Average ICSEA value	1000
School ICSEA percentile	95

Distribution of Socio-Educational Advantage (SEA)

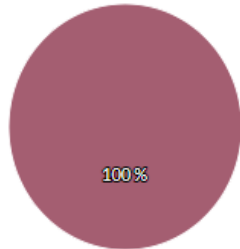


Percentages are rounded and may not add to 100

Students

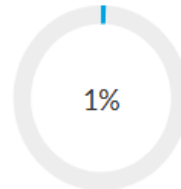
Total enrolments: 932

- Boys 0
- Girls 932



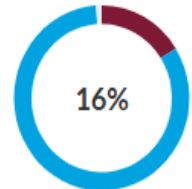
Full-time equivalent enrolments: 932.0

Indigenous students



Language background other than English

- Yes (16%)
- No (83%)
- Not stated (1%)





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