

# Welcome to Loreto College

**I extend a warm welcome to you as you explore Loreto College, Marryatville, a beacon of girls' education in Adelaide, Australia. As you embark on this exploration, I invite you to experience the profound legacy of the Loreto sisters, which has been a guiding light of academic excellence, holistic development, and spiritual growth since 1905.**

Here at Loreto College, Marryatville, we cater to the diverse educational needs of students from Early Learning to Year 12. The Loreto difference lies in our unwavering commitment to personal growth through the profound intersection of Learning and Wellbeing.

Our approach emphasises the importance of learning by fostering a love for knowledge and critical thinking within an environment dedicated to nurturing the physical, emotional, and spiritual wellbeing of our students. This harmonious and holistic commitment to learning, ensures that our graduates emerge not only academically adept but also imbued with compassion, resilience, social responsibility, and readiness for the future.

We are proud to be a future-focused school, continually evolving to meet the changing needs of education. As a school of choice and excellence, we empower young minds to participate and embrace the opportunities afforded by our traditional and contemporary approaches to education. Our goal is that when students graduate from Loreto they do so with strength, passion and confidence, ready to navigate their educational journey and contribute to their community.

I wholeheartedly encourage you to experience the Loreto College difference firsthand by joining one of our College tours. During these events, you'll have the chance to meet our dedicated staff, engage with our remarkable students, and witness our world-class facilities and educational philosophy in action. We look forward to welcoming you into our vibrant community.

**Kylie McCullah**  
**Principal**





## History and Values

Spanning more than 400 years, the Loreto education tradition was first inspired by the foundress of the Institute of the Blessed Virgin Mary (IBVM), Mary Ward, and established in the Australian context by Gonzaga Barry ibvm in the late 19th century.

Mary Ward was an inspirational leader, believing passionately that “women, in time to come, will do much” and that a strong education focused on girls and women would create “seekers of truth and doers of justice” to take action to improve the world for others.

Loreto schools encapsulate the beliefs and spirit of Mary Ward in delivering an education which inspires strong, passionate, and confident girls and young women. These characteristics can be seen most clearly in our girls and these traits differentiate us from other schools.

All Loreto schools in Australia share the same set of values which are at the heart of our educational philosophy and shape our identity as a school.

### Freedom

Mary Ward’s understanding of freedom flowed from her personal relationship with God and her belief that each one of us, in our ordinary experience of life, has access to God’s loving care. It is an inner freedom, acceptance of self, an openness to and with others, and a trust in life.

### Justice

Justice, as Mary Ward describes, involves personal integrity based on harmonious relationships with God, with other people, and with the whole of creation. It is expressed in “works of justice”, in active participation in the struggle to bring about such harmony. We are challenged “to be seekers of truth and doers of justice”.

### Sincerity

Sincerity is our communication and relationship with others – an essential characteristic of the personal integrity Mary Ward envisaged. Her ideal was that “we should be such as we appear and appear such as we are”.

### Verity

Closely linked to sincerity is Mary Ward’s concept of verity. For her it means integrity and truth, particularly the profound truth of who we are and what gives meaning to our lives, a truth that centres fundamentally on the gift of life and mystery of God.

### Felicity

Felicity is an attitude of mind, a disposition of the heart which manifests itself in cheerfulness, good humour, joy, happiness, hope, optimism, friendliness, courtesy, positive thinking, inner peace, self-acceptance, and courage.

# Global Community

Celebrating more than 115 years of education in Adelaide, Loreto College Marryatville is one of seven IBVM schools across Australia.

Our sister schools are located in New South Wales (Kirribilli and Normanhurst), Victoria (Toorak and Ballarat), Queensland (Coorparoo) and Western Australia (Mount Claremont).

Together with over 150 Loreto schools world-wide, we share a strong belief in the education of girls.

This extensive network offers us both strength and unity, providing a platform to share resources and best educational practices on a national and global scale. As a result, Loreto schools are renowned as leading independent girls' schools, producing outstanding academic results and graduates who are sought after in employment.

## Social Justice

Our Social Justice Program involves all students from Reception to Year 12 in a range of activities to benefit the lives of others. This program speaks to the heart of a Loreto education, developing empathy, compassion, personal integrity, courage, and the capacity to reflect on one's own actions.

Many of our activities support Mary Ward International Australia (MWIA), which is the Australian and International development organisation of the Loreto Sisters. MWIA strives to make a difference in education, community development, human rights, social justice, and the empowerment of women and children.

The girls are active in social justice initiatives at the College including Pink and Green Day, and Mission Day, as well as fundraising and volunteering efforts for our pilgrimages abroad.





## Why a Girls' School?

Girls' schools do more than just teach the curriculum and offer a range of sporting and co-curricular opportunities – all schools do that. What girls' schools do is purposefully develop girls to understand and to shape their self-concept, self-efficacy, and self-confidence. In this way students learn to develop the knowledge and skills required to reject and overcome the gender stereotypes that attempt to define them. Schooling is so much more than academic outcomes – certainly, these open doors, but it is the other skills that young women develop, in relation to their confidence and belief in themselves, that keeps these doors open.

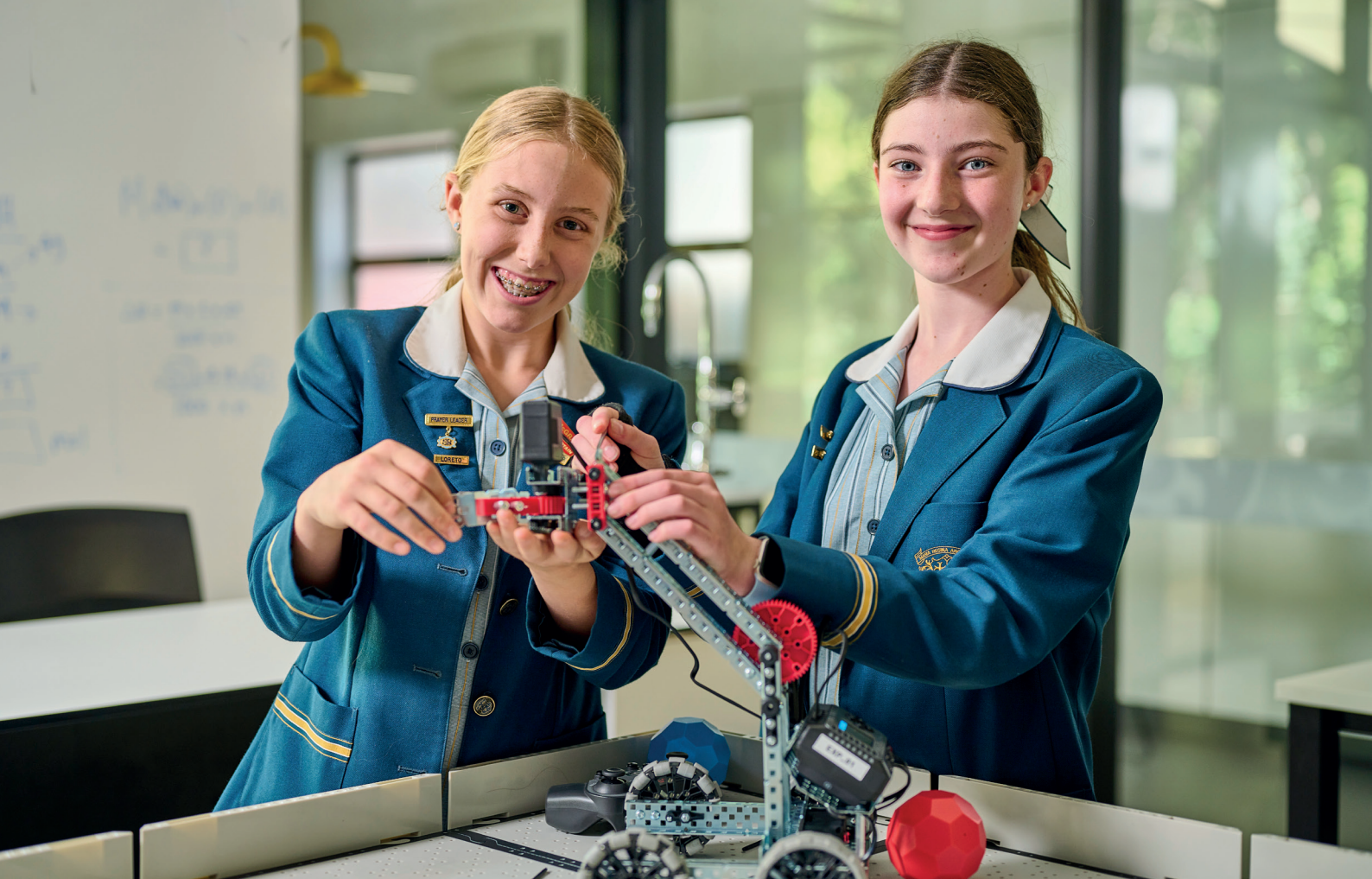
Societal gender imbalances that we see represented in different professions and life outcomes (such as equal pay and leadership acquisition) are more likely to be influenced from school age if social and cultural influences that exist outside of school are then replicated within it.

Our job as educators of girls is to ensure that your daughters are equipped with the knowledge and skills to overcome these challenges and thus to actively erode these norms and achieve socially equitable life outcomes.

Through the purposeful education of girls in a single-sex environment, girls are more likely to:

- achieve higher academic outcomes
- develop the skills to critically evaluate gender stereotypes and inequality
- have higher participation rates in science, maths, and technology subjects
- develop a greater understanding of leadership
- develop a greater sense of identity, voice, and confidence
- be more competitive





## Loreto Education Model

The Loreto Education Model provides a framework to assist the College in meeting the learning, wellbeing, and holistic needs of the girls and young women in our care. This framework recognises the interrelationship of these educational areas as well as the changing developmental needs of girls.

Loreto students are inherently strong, passionate, and confident girls and young women. We employ targeted and systemic approaches which facilitate personal growth and academic development to enrich the individual student.

Encompassing all that we do in our education of girls and young women are the Loreto values of Freedom, Justice, Sincerity, Verity, and Felicity. These values reflect and shape the underlying culture of the College and sustain our focus on the development of compassionate, kind, respectful, and positive individuals who believe in and practise Christian values.

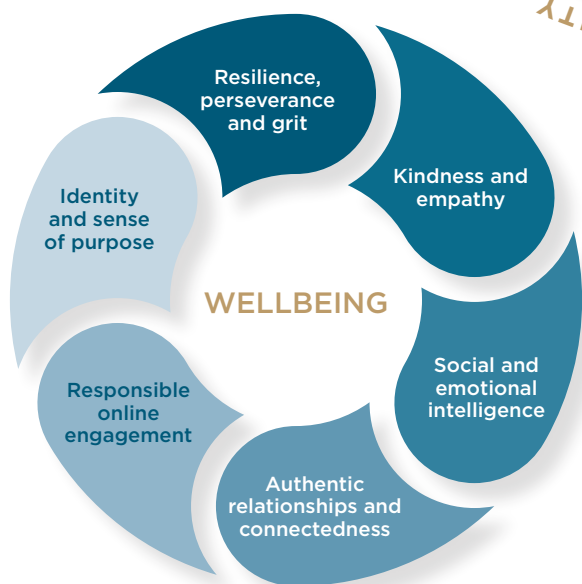
Having an open mind and heart ensures that Loreto girls are always tolerant and empathetic towards others. Such an approach enables our girls to become responsible and ethical citizens who will shape their future world for the betterment of themselves and society.

For girls to flourish they must be provided with a supportive environment, both pastorally and academically, where they feel challenged to strive for their best.

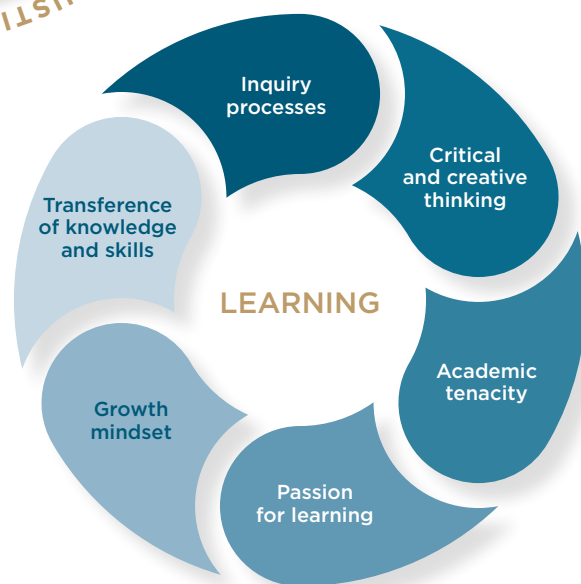
Academic success must be accompanied with a growing sense of independence, confidence in self and a strong voice that is willing to engage in respectful dialogue and debate. To achieve this outcome, girls must be purposefully developed in all areas of their personal and academic learning.

Positive academic outcomes must be accompanied with a sense of inquiry and belief that improvement and growth comes through perseverance, effort and hard work. However, learning does not just take place within the classroom. Engagement in physical and cultural activities ensures that girls are also shaped holistically in their development of self.

The Loreto Education Model is therefore a beliefs and values based framework that provides strategies for the delivery of our foremost educational objective – educating strong, passionate, and confident girls and young women in the Loreto tradition.



flourishing within a supportive environment



the quest for knowledge and understanding



thriving through engagement

# Wellbeing/SEAD Framework

The Social, Emotional, and Academic Development (SEAD) Program acknowledges the important integration between the social, emotional and academic aspects of girls' development. The integration of social and emotional skill development in conjunction with academic learning outcomes ensures that students develop holistically as resilient and confident girls and young women. This targeted and sequential program acknowledges the phases of girls' transition from childhood to young adulthood and the challenges and rewards that accompany each stage of development.

During their stages of maturation, girls are not only developing their identity but also creating the foundations upon which they will build their future wellbeing and personal success. Thus, the SEAD Program is aimed at facilitating girls' understanding of themselves as learners, responsible citizens, and as positive friends, subsequently facilitating personal achievement both at school and in life.

The SEAD Program is delivered by teachers during dedicated weekly timetabled lessons. The program is also complemented by sessions with external providers as well as other out-of-the classroom learning experiences, such as our Co-Curricular and Outdoor Education Programs, both of which are aimed at building girls' confidence, resilience, and leadership capacity.

In addition, through our Learning Management System, Loreto Connect, students and parents can access resources on topics such as study skills, e-safety, drugs and alcohol, sleep hygiene, mindfulness, growth mindset, and friendships.

In 2019, the year of the program's inception, Loreto College was identified by "The Educator" as one of 44 schools in Australia that are leading innovation and change in education. In 2021, Loreto College was the only South Australian school to become a finalist in the Education Awards for Best Wellbeing Program.

SENIOR SCHOOL			
Years 7 & 8 Creating Connections	Years 9 & 10 Building Communities	Years 11 & 12 Stepping into My Future	SEAD
Celebrating being me	Having a positive identity	Shaping the woman I will become	Identity
Applying my values in responsible decision making	Being true to my values through wise decision making	Confirming my values through principled decision making	Values
Expanding my toolkit to respond to my emotions	Developing self-regulation	Applying self-regulation	Emotions
Mastering my transition to secondary school	Taking responsibility	Being self-directed	Independence
Maintaining my voice and exploring leadership	Having a positive voice and stepping up to leadership	Believing in my voice and role modelling leadership	Leadership and Voice
Building friendships	Accepting and respecting others	Celebrating others	Friendship
Broadening my relationships	Understanding and constructing positive relationships	Cultivating strong and healthy relationships	Relationships
Exploring my strengths as a learner	Becoming an autonomous learner	Demonstrating independence in my learning	Learning
Developing effective study skills and planning for success	Applying effective study skills and striving for personal excellence	Demonstrating self-efficacy as a learner and setting goals for my future	Academic Success
Applying safe practices and being respectful online	Understanding my online identity and engaging safely, positively and responsibly online	Modelling a positive self-image and being safe and responsible online	Online Engagement
Expanding my financial and commercial literacy	Being financially literate and planning for my future	Demonstrating fiscal cognisance	Post School Readiness
Investigating future pathways	Broadening my identity and understanding of my future	Planning for my career and tertiary pathway	Future Pathways

# Senior School

Our students study a comprehensive curriculum which encourages them to be creative and critical thinkers.

In Year 7, students learn Robotics, Textiles, Food Technology, Languages, Drama, Visual Arts, Music, and the core curriculum areas. This gives the students an essential foundation for their Year 8 studies, including Musical Theatre, Food and Nutrition, App Development, Robotics, Design and Construction, Languages, Music, Drama, Visual Arts and Textile Technology. In addition, girls can enter a specialist Netball Program as part of the curriculum, developing expertise in this sport and an understanding of biomechanics, nutrition, coaching, and umpiring.

In Year 9, students again broaden their learning through courses including specialist Netball, Musical Theatre, Music, Drama, Global Cuisine, Patisserie Academy, Fashion Design and Construction, Photography and Digital Media, Artificial Intelligence, Visual Arts, and Languages. Year 9 students will also undertake the Futures Project. This specially designed program allows them to learn and develop skills in research, design thinking, innovation, technology, entrepreneurialism, and social justice.

Year 10 students have greater choice and flexibility in the design of their studies, including several STEM courses such as Biochemistry, Engineering, Environmental Science, Health Science, Graphic Design, Coding, Fashion Design and Construction, Food and Hospitality, Specialist Physical Education, and Netball. Year 10 students can also elect to further study the Humanities through History: People and Power and Innovation in a Global Economy. Students can also continue studying Languages, Music, Drama and Visual Arts.

In Years 11 and 12, the curriculum is delivered through the South Australian Certificate of Education (SACE). Our Year 12 students consistently accomplish exceptional results, and many achieve SACE Merits across a broad range of subjects. Likewise, in the Australian Tertiary Admission Rank (ATAR), Year 12 students achieve exceptional results, with approximately fifty percent performing in the top ten percent of the state.





## Boarding and International Students

The Loreto Boarding House is located in Adelaide's leafy eastern suburbs. It is well serviced by public transport and is only ten minutes from Adelaide's CBD and 30 minutes from Adelaide Airport's domestic and international terminals.

Our Boarding House cultivates initiative and self-reliance in students so that they act both independently and responsibly. With accommodation for up to 60 girls, our Boarding House is home to girls from Adelaide, regional South Australia, interstate, and overseas. Our staff are focused on creating a community of care for young women from Years 7 to 12 as either full-time or weekly Boarders.

Our Boarding program is designed to ensure that girls' academic as well as wellbeing needs are met whilst living in their home away from home. To achieve this objective, we have implemented our Social, Emotional and Academic Development (SEAD) Program, which provides a framework in order to care for our girls holistically within the Day and Boarding environment. This program ensures that we focus on the development of girls' emotional intelligence, resilience, adaptive skills, and growth mindset; thus, assisting our Boarders in the development of the skills needed to live away from home.

The Director of Boarding and Boarding staff meet regularly with the Boarders, both individually and in year level groups, to ensure each girl is thriving and seeking to reach her potential. We recognise that the transition from home into Boarding is a big step for students and parents alike.

Our Boarding staff are empathetic to the needs of girls and young women and our Senior Boarding Students, led by our Boarding Leaders, ensure that younger and new students feel a sense of belonging to the Boarding community. Areas of particular focus within the Boarding environment include sleep hygiene, study success, physical activity, social-emotional skills, and nutrition. All new Boarders are also supported in their transition from home through our 'Little Sister' program, in which an older student mentors a new student. In addition, the College's Counsellor conducts homesickness programs for all girls as well as providing support for parents.

The focus on girls' wellbeing and academic care, whilst acknowledging and respecting the needs of the individual, makes Boarding at Loreto an ideal choice for your daughter.

### When Boarding at Loreto, girls are provided with:

- Academic support, including supervised study sessions
- Access to gym and cardio facilities
- Health and wellbeing programs
- Access to student health support
- A Head Chef who provides nutritious meals and caters for any specific dietary needs
- An on-site Health Care Centre staffed by a Registered Nurse
- A school environment that is conducive to high academic achievement through structured support

# Support and Enrichment

At Loreto College we support students in achieving their learning outcomes through both support and enrichment strategies. One of the most powerful strategies that teachers can use to improve student learning outcomes is the analysis of student performance data. As a college, we are continually assessing the ways in which both teachers and students use this data to devise strategies and set goals for improvement.

Our Loreto Analytics Program provides a data dashboard for every student and class in the College, thus giving our teachers easy access to data that will then assist them in knowing and supporting individual student learning needs. In addition to this, students also monitor and review their own academic progress in order to devise learning targets and strategies for further development. In this way, our girls establish a growth mindset and take charge of their learning journey and outcomes.

Loreto Analytics supports our student tracking model, whereby key staff review all students from Reception to Year 12 on a fortnightly basis in order to monitor and track students' academic and wellbeing outcomes and implement appropriate interventions when necessary.

Girls in Years 7 to 12 are also supported through our Homework Centre which provides supervised study until 6pm each weeknight as well as through other programs such as Maths Help.

Girls with specific health and learning needs are supported by our Learning Enrichment Team as well as our Student Health Support Team.



# Co-curricular Opportunities

At Loreto College, our girls consistently achieve strong academic results in an environment that balances academic rigour with a wide range of co-curricular opportunities including clubs, camps, retreats, competitions, international trips, music, performing arts, and sport. Participation in co-curricular opportunities helps to build girls' confidence through the development of their leadership, public speaking, creativity, and teamwork skills as well as fostering a love of learning and inquiry. Our students can enjoy a vast array of co-curricular opportunities throughout the calendar year.

## Senior School Co-Curricular

- ACER Global Challenge
- Big Science Competition
- Chemistry Quiz
- da Vinci Decathlon
- Debating
- Duke of Edinburgh's Award
- Environment Club
- Ethics Olympiad
- ICAS Competitions
- Indigenous Garden Club
- Mock Trials
- National History Competition
- Oliphant Science Awards
- Philosothon
- Premier's Spirit ANZAC Prize
- Rostrum Voice of Youth
- Simpson Prize
- Social Justice Groups
- STEM Club
- Tournament of Minds
- Write a Book in a Day
- Young Writer's Award





## Sport at Loreto

Loreto College has a record of outstanding sporting accomplishments in a wide range of co-curricular endeavours. Our dynamic sporting programs empower our students to cultivate a spirit of teamwork and healthy competition. The focus is on participation, friendship, and active involvement.

Participating in sport develops valuable skills such as commitment, communication, and problem solving as well as helping to build organisation and time management skills.

Moreover, participation in sporting activities provides an opportunity to learn the importance of patience, perseverance, hard work, and resilience.

In addition to the sporting pursuits available, the College participates in Interschool Carnivals in Athletics and Swimming, Aerobics, and Cross Country competitions, as well as state-wide Knockout Sport Competitions and National Rowing Championships.

### Senior School Sports

- Aerobics
- AFLW
- Badminton
- Basketball
- Cross Country
- Hockey
- Indoor Volleyball
- Netball
- Rowing
- Soccer
- Tennis
- Touch Football
- Water Polo





# Performing Arts at Loreto

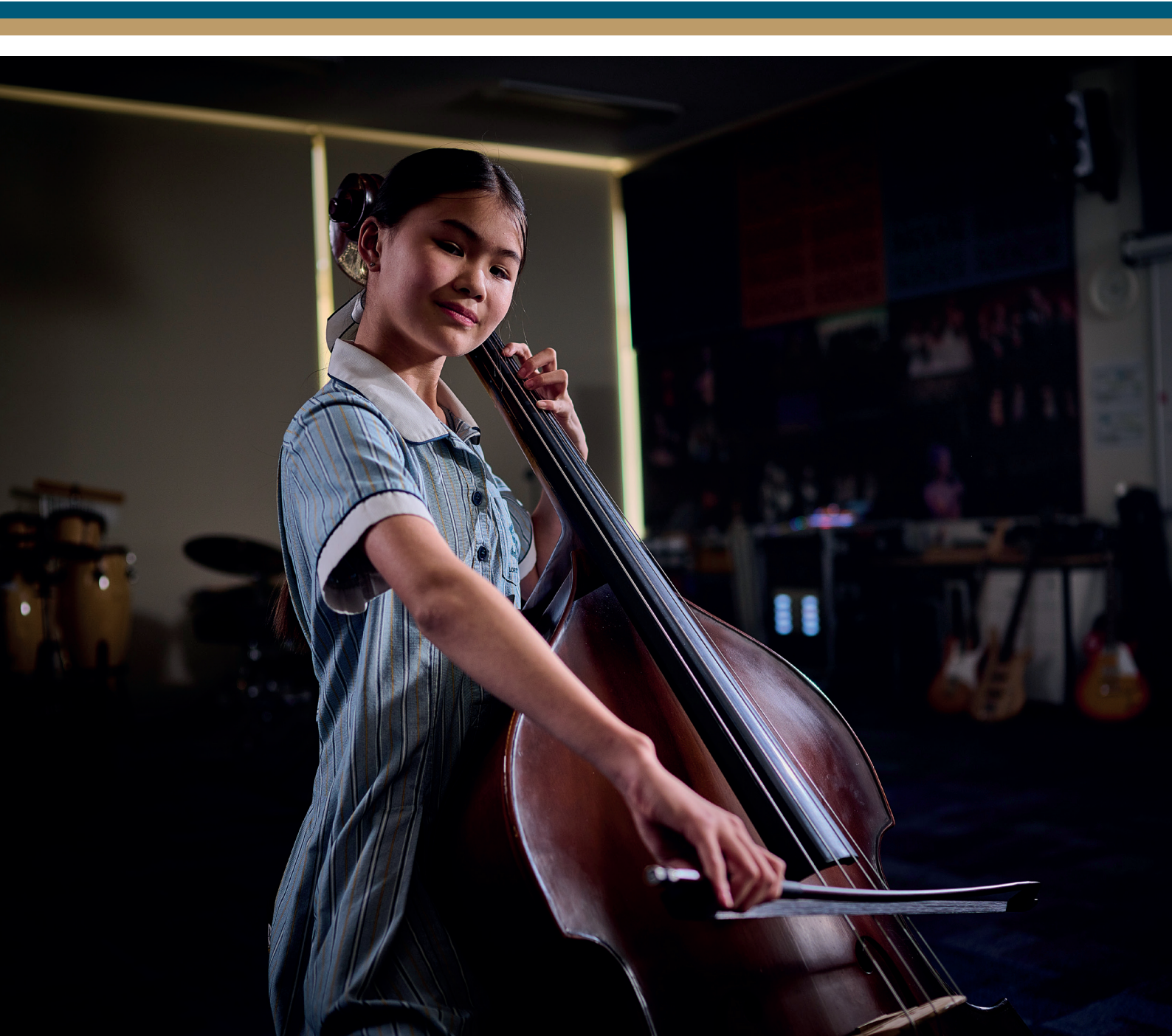
At Loreto College, we recognise the vital role of the Performing Arts in nurturing a child's creative, social, and analytical development. Engaging in the Performing Arts fosters confidence, independence, and collaboration. Our music program provides a rich, sequential, and engaging musical experience for students from Early Learning through to Year 12, including elective music courses in Years 8, 9, 10, and SACE Stage 1 and 2.

Drama is integrated throughout the Junior School curriculum, and Senior School students can study Drama from Year 7 through to SACE Stage 2. Additionally, Musical Theatre is offered in Years 8, 9, and 10.

Our vibrant Performing Arts calendar features exciting events including the annual Performing Arts Festival and the biennial Cabaret. Musicals are a highlight, with a bi-annual Senior School Musical staged every alternate year.

The Senior School also hosts a co-curricular Drama production, as well as Drama and Musical Theatre presentations by year level. Students can further showcase their musical talents at the Generations in Jazz Festival, the ABODA Band Festival, and the Catholic Schools Music Festival, in addition to participating in College concerts, assemblies, and various events through co-curricular programs including choirs, Concert Band, Stage Band, Vocal Ensembles, String Ensembles, and chamber groups.

We also offer individual tuition in Voice, Speech and Drama, and Instrumental studies on campus, provided by professional Music Tutors for students from Reception through to Year 12.





## Facilities

Purpose-built resources and facilities together with open and bright classroom spaces complement our beautiful green spaces within the College grounds. In addition, our Chapel is centrally located, providing a sacred space at the heart of the school for reflection and celebration. The College's Master Plan is focused on ensuring the School's physical assets remain consistent with the focus on staff and student learning. Facilities include:

- Art Centre
- Boarding Precinct
- Commercial Kitchens for Food Design & Technology
- Early Learning Centre and nature playground
- Green spaces, including indigenous garden and heritage gardens
- Gymnasium
- Senior School Information Resource Centre
- Junior School Library
- Junior School Multi-Media Lab and STEM Lab
- Senior School Tinker Lab
- Lecture Theatre
- Lumination Learning Lab
- Music Centre
- Outdoor Learning Areas
- Performing Arts Centre, including professional theatre
- Science Centre
- Tennis Courts
- Textiles Lab
- The heritage Acacias House



# Environmental Sustainability

There has never been a more important time to respond to the needs of our environment by changing our practices for the benefit of our planet and our children's future. We have a social and ethical responsibility to both educate our students on environmental issues as well as implement practices as a College that help facilitate environmental sustainability. In order to do this, various initiatives have been established.

## Solar Power

Solar power is one of the most viable forms of renewable energy available and as such it is seen as an appropriate way for the College to start reducing the carbon footprint that we leave on the environment. The solar power systems initiative has replaced a third of the whole campus electricity grid consumption with further increase of up to 50 to 60 percent of our power consumption to be in place at a later date. As the College's energy consumption is closely aligned with daytime hours, we are ideally suited for maximising solar utilisation in peak tariff periods.

## Reduce, Reuse, Recycle

In order to meet our sustainability objectives and lessen our environmental impact on the planet, Loreto College has put into place

various strategies for the reduction of plastics and waste as well as methods for recycling and composting. This includes:

- Engaging with our students in understanding our waste production and the setting of targets and strategies for waste reduction.
- Introducing specific collection and recycling systems involving the separation of waste through clearly labelled bins and then appropriate waste collection and disposal methods.
- Implementing recyclable products and packaging to replace plastic products across the College.



# Sustainability Goals - Net Zero by 2030

As a future looking school, we acknowledge the need to embrace changing contexts and lead best educational practice to develop our girls. At Loreto, we have established some clear and ambitious goals towards becoming a pioneering innovator of sustainability in schools. Our overall target is to reach net zero carbon emissions by 2030.

The backdrop for our current students as they embark on their careers and future life will include: emerging technologies to facilitate decarbonisation, greener consumer habits, urgent threats to biodiversity, increasing prevalence of zoonotic diseases from urbanisation. Our role at Loreto is to prepare our girls for this future.

**As part of the goal of net zero emissions by 2030, we will focus on three key areas, each with a set of measurable targets:**

**Since we embarked on our major sustainability initiatives in early 2020, we have already achieved some significant accomplishments:**

- Stage 1 of our solar implementation, 182kwp system was commissioned in August 2021, generating up to 30% of the energy requirements of the College. We now have live data from each inverter station in the Senior, Junior and Boarding Schools and will be sharing this with the students to better understand the impact of our energy generation and consumption.
- The initiative to sort and divert waste started with the purchase of 200 new source segregation bins in February 2020. In year one, we successfully increased diversion from landfill by 105%. The education of students in this area is ongoing, with the student Environment Groups in both the Senior and Junior Schools assisting with the messaging to students regarding the correct segregation of rubbish.

- Early in 2020 we completed urgent restoration of the banks along First Creek to prevent further erosion. In 2022, as part of the Ecology Project, we carried out a major tree planting initiative planting 200 trees along the banks. This forms part of a global Loreto wide Ecology Project to mark the IBVM Bicentenary Celebration of Teresa Ball. In 2024, students added another 50 new plants to the Indigenous creek banks and garden beds at The Patch. Students also planted 18 special 'Mary Ward' roses (recently sent to all Loreto schools) creating a new focal point in the Sunken Garden area.

As we continue our journey towards environmental sustainability, the girls will play an integral role in the achievement of our objectives. With Environmental Science now introduced as a mandatory subject in Year 10 and new environmental leadership opportunities available in the Junior and Senior Schools, sustainability will become part of the conversation across all aspects of College life.

Ultimately, we aim to equip the girls with the tools to take a lead on these issues in the society of the future.





## Community

### Loreto Parents & Friends (P&F)

When you enrol your daughter at Loreto College Marryatville, you become part of a community that is generous, vibrant, and inclusive. Our families are active in connecting, celebrating and supporting what it means to be part of the Loreto family. The College's Parents and Friends group plays an important role in welcoming new families to the Loreto community, organising community events such as Loreto springART and Autumn/Spring Fair, as well as actively supporting the College through fundraising. Parent groups also participate in activities inside and outside the classroom, building a community spirit of support and connection across our school.

### Loreto Old Scholars Association (LOSA)

LOSA is run by a vibrant and passionate group of Loreto women. The Association plays an important role in ensuring generations of Loretians stay connected with each other and Loreto College, Marryatville. In doing so, the Association holds regular activities and events and is involved in fundraising and social justice initiatives.

LOSA also provides the College with the opportunity to celebrate the extraordinary successes of our former students.

### Alumnae Success

Loreto Marryatville scholars are part of a global network of 1.5 million Loreto alumnae. The skills and knowledge developed at Loreto Marryatville has seen our Old Scholars reach pinnacles in fields including law, medicine, science, industrial relations, business, politics, and fine arts. More recently, two of our Loreto Old Scholars were named Rhodes Scholars, and both are contributing significantly in the field of Medicine. We are also proud to have one of our Old Scholars, and first in South Australia, to win the prestigious Schwarzman Scholarship.