



LORETO  
COLLEGE

Marryatville, South Australia

# From the Acacias



# Educating strong, passionate and confident girls and young women.



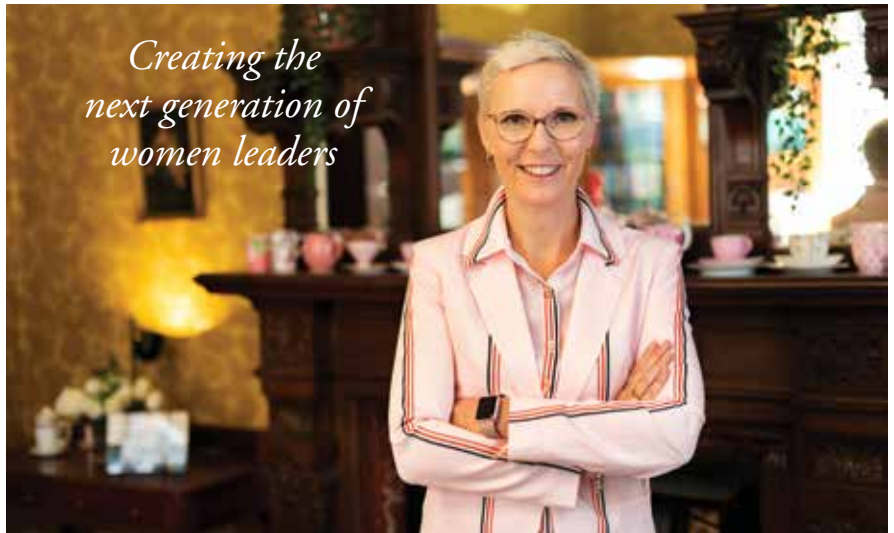
## Contents

From the Principal	1	From the College Board	2	Welcoming our 2020 Head Girl	3
Celebrating our 2019 Year 12 Success	4-5	Loreto College named most Innovative School	6-7		
2019 Social Justice Tour	8-9	ISS Space Link Up	10-11	Our new Director of Boarding	12-13
Young Historian of the Year	14	2019 Student Achievements	15-20		
<b>2019 Events Snapshot:</b>		Pink Day	21	Autumn Fair	22
		Mission Day	22	Social Justice Events	23
Residency Programs	24-25	Loreto springART	26-27	Year 12 Art Exhibition	28-29
2019 Performing Arts Festival	30	Junior School Musical	31	Senior School Musical	32
Year 11 and 12 Drama Production	33	ELC and Preschool Program	34		
Grandparents' and Special Friends' Day	35	Futures Project	36		
Becoming an Environmentally Sustainable Community	37				
Creating Better Futures for Girls and Women in STEM	38-39	LOSA	40-41		
Loreto Parents and Friends	42-43	Your Support	43		
Moving Forward: Strategic Directions for 2020-2023	44-45	Tribute	46	Notices	47
Loreto Old Scholar. Where are they Now?	48				



*Creating the  
next generation of  
women leaders*

## From the Principal



**Whilst there are many reasons why women and men are not equally represented in leadership positions, it is the social and cultural understandings of the roles and behaviours of women and men that create the greatest obstacles.**

Subsequently, two key things need to happen in order to achieve gender equity. Men need to change their understanding of what is a leader and what constitutes effective leadership behaviour and women need to believe that they not only have a place in leadership, but they are capable of fulfilling the role.

What does this mean to the future generation of women leaders?

Whilst we can continue to challenge the social and cultural constructions of gender by calling these out, challenging them, and offering alternative narratives, we also need to focus on developing girls with non-stereotypical understandings of the roles, behaviours and expectations that are available to them. The educational context provides the ideal platform to address this in a very purposeful way.

Girls are developing an understanding of their gendered expectations from the moment

they are born, and this isn't to do with the fact we like to dress girls in pink. Instead, it has to do with how we worry about girls more than boys. We tell girls to be careful, we tell them to be nice, we tell them not to get dirty, we tell them they are pretty, and we quieten their voices. Basically, we tell girls to colour between the lines, to comply and to be seen but not heard.

When we do this, we hamper girls' development as confident and strong individuals who will take risks, not worry about getting something wrong, and bounce back from setbacks. And as you will probably recognise, these are the key attributes we need to master in order to successfully fulfil leadership roles during our working lives.

We know from research that confidence plays a significant role in leadership behaviour and development. We also know from research that girls suffer lower levels of confidence than boys, particularly during adolescence, and that women never regain the same level of confidence as men (unless like me, you have just turned 50; there's a whole new level of confidence that comes with that!).

When we work at building girls' confidence, we are helping to build

the skills of resilience as well as girls' identity. We are preparing girls to reject the notion they are just an object to be admired and their role is merely to be an observer. When we are building confidence as well as identity, we are challenging stereotypes along the way and redefining the roles for girls as well as their mindsets.

In October, we farewelled our Year 12 girls as they concluded their secondary studies. During their time at school our focus has been on developing their social and emotional capabilities, including their level of confidence and identity as strong women, as well as their academic development. My favourite mantra to our girls has always been, an ATAR will open a door into a university course, but it will not guarantee success in life, especially for women. What will guarantee success and future leadership will be how as girls and women we understand ourselves and our capabilities. It might be true that girls can't be what they can't see but it is also true that girls can't be what they don't believe.

**Dr Nicole Archard**

**BA DipEd, MA, MEdLead, MTheoISt, PhD  
Principal**

# From the College Board



L-R: Phil Kightley (Secretary), Elena Casciano, Peta Nunn, Peter Hoban, Mike Francis, Nicole Archard (Principal), Jacki Done, Sr Rachel McLoughlin ibvm, Brooke Hall-Carney, Sandra Di Blasio, Leigh Willson and Tony Zappia

## It has been my very great privilege to lead the College Board for a fourth year during 2019.

The Board bid farewell to Loreto Old Scholar, Ms Leigh Willson (nee Johnson) whose term as a director ended. The Board was delighted to welcome four new Board Members: Old Scholar, Sister Rachel McLoughlin ibvm, Old Scholar and Financial Planner, Ms Peta Nunn, IT Innovator, Councillor for Campbelltown City Council and Old Scholar, Ms Elena Casciano and Ms Jacki Done, Head of People and Culture for the City of Charles Sturt. These new Board members will further enrich the skills and experience of the existing Board. I thank the Board and its subcommittees for their commitment to the College and the excellence which they achieve.

The many highlights included the opening of the Old Scholars' Science Centre. It is imperative that all of our services and facilities are of a high standard. It was important, therefore, that all five science laboratories be brought into the twenty-first century. Architects MPH worked closely with the Principal and Science staff in order to ensure the laboratories were fit for purpose. The Centre was opened by then local member, The Honourable Christopher Pyne, in the presence of Loreto Ministries Board Chair, The Honourable Justice Peter Garling RFD QC.

In July, Loreto Ministries held its inaugural Loreto Boards Colloquium

at our College. In attendance were the Institute Leader, Sister Noelle Corscadden ibvm, our Province Leader, Sister Wendy Hildebrand, historian, Sister Jane Kelly ibvm, academic on the Founder Mary Ward, Dr Elaine McDonald, and the boards of Loreto Ministries, the seven Loreto schools and representatives from Mary Ward International, Loreto Timor Leste and Loreto Vietnam. The weekend of presentations included the following topics: The Legacy of Mary Ward, Loreto's Global Mission, Mother Gonzaga Barry, Governance Without Boundaries, Ethical Corporate Responsibility, and Board Culture and Governance. Our own Principal was MC for the weekend and performed splendidly, displaying an entertainer's wit and considerable insight in relation to each paper and presenter.

The College is excited to be hosting Loreto Federation in October 2020. As Old Scholars know, Federation is a uniquely Loreto institution bringing together Loretians from all parts of the country to celebrate the wonderful virtues and endeavours encouraged by the Founder.

The academic results of the girls were again outstanding. I congratulate the girls, their parents and teachers. The range of co-curricular activities engaged in by the girls is quite amazing; similarly, their achievements in these various pursuits. At individual or team level, 'Loreto does it best'.

I thank the Parents and Friends for all they do for the College. Events such as, Autumn Fair, springART, and the Year 12 Graduation Dinner are extremely important occasions in the life of the College. We could not do these things so well without the P&F.

Similarly, we thank the Loreto Old Scholars' Association (LOSA), in particular for their contribution to the Science Centre. LOSA is very visible in the life of the College. Events such as the Year 12 High Tea and the Old Scholars' rowing and netball teams continue the tradition.

I must congratulate and thank the Principal, Dr Nicole Archard, for her zeal, leadership and direction that she provides to the College. Dr Archard has introduced a huge range of programs and initiatives this year such as the SEAD Program. Dr Archard has been closely involved in the building works undertaken and has worked closely with staff in order to ensure the best possible learning experience for the girls.

Lastly, I thank the Leadership Team and the staff, both teaching and administration. Your commitment to Loreto Education is first class which is evident in the achievements of the girls and the conduct of the College. I thank you most sincerely for a job well done.

**Peter Hoban BA LLB**  
Chair College Board - 2019



## Welcoming our 2020 Head Girl

2019 Merit Ceremony Speech

**Good evening Dr. Archard, Ms Minchin, Staff, Students, Parents, Friends and Distinguished Guests.**

Wow. What an incredible year we have had. And what a great way to end it! A massive congratulations to all of the girls who received awards tonight, whether that be a Merit, Service Award, Loreto Award or any other, congratulations!

Tonight's ceremony is called a Merit Ceremony. Merit. It's a funny word isn't it? Well, it's funny to me simply because more often than not it seems to be attached to another concept. The definition of merit is 'the quality of being particularly good or worthy, especially so as to deserve praise or reward.' But praise or reward for what? Tonight, we have primarily acknowledged academic merit and at other times during the year we praise sporting, musical and other achievements.

But what about our dreams and passions? Are they worthy of merit?

I would like to share quite a shocking statistic with you all that I found a few weeks ago. In her

book 'Your Dream Life Starts Here', Kristina Karlson, founder of Kikki K, states that 43% of adults have abandoned their dreams. That is 43 out of every 100 adult Australians have given up the thing that they are most passionate about. Does society value the pursuit of our dreams?

If we break down a typical Australian's life, we see that they go to school, either go on to a trade, apprenticeship, tertiary education or straight into the workforce, possibly have a few career changes, most likely get married and hopefully buy a home, possibly have children and then retire. That's it. A series of predetermined steps laid out for us waiting to be taken. These 'life events' seem to be what we publicly celebrate most.

But what about the more personal achievements? Such as knowing who you are, sticking up for yourself or your friends, living completely and unequivocally as yourself. Such as being true to yourself in the face of pressure, taking a risk and 'giving it a go.' Welcoming change. Growing, maturing, overcoming obstacles and barriers. Stepping out of your comfort zone and doing something which takes courage. Learning because you are curious, not for a grade. Treating yourself and everyone around you with kindness, taking a risk and letting life decide what the outcome will be. Trusting in yourself, your accomplishments and your community. Laughing and smiling until your cheeks ache. Being passionate about something and daring to dream. All of these things deserve praise.

Let's decide to value passion. If you are passionate about something, if that be school, academia, sport, reading, dancing, art, drama, economics, human behaviour, travel, cooking, fashion, helping others, human development or whatever it may be, you are more likely to succeed in doing that particular thing.

*Let's decide to value  
and encourage  
passion and curiosity  
amongst each other,  
as it is this that will  
lead us to success.*

Now I have a little bit of homework for you all over the course of the holidays. Parents and teachers, this goes for you too. I want you all to find at least one thing that you are passionate or curious about. Something that you love to do, or to think about or discuss with others. Something that makes your heart sparkle. Something that really makes you tick. It may be your purpose, your passion, or your dream.

To discover this: try new things, take some risks, do something even if you have to do it alone, search for opportunities or take up the amazing ones presented to us through Loreto, get involved, talk to people about their passions, try to find your own, and begin to find what makes you truly happy.

So, as we are all seated here tonight on the eve of school holidays, a time for relaxation, fun, and freedom, let's decide collectively to also reflect and reward ourselves for our social and emotional growth over the past year, the private achievements which are not commonly publicly acknowledged but are integral to our pursuit of happiness.

I wish you all safe and happy holidays and look forward to welcoming everyone back next year, more curious, and closer to the pursuit of our dreams than ever before.

**Skye Sexton**  
2020 Head Girl





*“I’m ready to leave school, but I’m not ready to leave Loreto.”*

## Celebrating our 2019 Year 12 Success

**We are delighted to announce the SACE results of our Class of 2019. Not only do these results reflect the hard work that our girls applied to their studies, but also the support of their teachers and families.**

We congratulate our College Dux, Antonina Lin, who achieved an ATAR of 99.65 and Sophie Treasure for achieving 99.05. This was especially a monumental achievement for Antonina as she was accelerated two years ahead in her studies. Georgia Williams achieved an ATAR of 98.5 and was one of 26 students across the State to receive the Governor of South Australia Commendation Award.

We also congratulate Claudia Kuerschner and Kaelyn Lau whose artworks were selected for inclusion in the 2020 SACE Art Show.

There were 21 A+ Merits across 13 subjects and 45 A+ grades, and 100% of Year 12 students successfully achieved SACE completion, with a median ATAR of 91.4%.

Congratulations to all students in our Year 12 cohort on their dedication to their studies throughout 2019. We wish them the best in their next chapter of their lives, with the girls summing up their feelings beautifully: “I’m ready to leave school, but I’m not ready to leave Loreto.”

We congratulate our Class of 2019  
on their outstanding results, with  
**100% SACE Completion.**

ATAR

3% above **99**  
TOP 1% OF THE STATE

6% above **98**  
TOP 2% OF THE STATE

4% above **97**  
TOP 3% OF THE STATE

27% above **95**  
TOP 5% OF THE STATE

55% above **90**  
TOP 10% OF THE STATE

**21**  
MERITS

### ACROSS 13 SUBJECTS

Biology, Business and Enterprise,  
Chemistry, English, Integrated  
Learning, Material Products, Modern  
History, Music Performance, Physics,  
Research Project, Visual Arts, Women's  
Studies & Workplace Practices.

**45 A+** GRADES

**64%** of all Grades As



**Antonina Lin**

Dux of Loreto College  
ATAR of 99.65  
2 Merits



**Georgia Williams**

ATAR of 98.5  
Awarded the Governor  
of South Australia  
Commendation  
(26 awarded in SA with Loreto  
achieving this commendation  
8 times in 9 years)

Median  
ATAR  
**91.4**



## Loreto College named most Innovative School

**Loreto College was named on a 2019 national list of schools at the cutting edge of change and innovation in Australia.**

*The Educator's* fifth annual Innovative Schools list highlights the top 44 schools nationally who are making the most profound and exciting impact in R-12 education today.

These schools showcase inspirational and groundbreaking programs and initiatives to improve the educational outcomes and wellbeing of Australia's young people.

The College was recognised for our newly developed and implemented Social, Emotional and Academic Development (SEAD) program for students, parents and teachers.

Because a program did not exist that was specifically founded on the needs of girls, we designed our own.

Based on evidence of best practice by researchers in the fields of girls' emotional, social and academic development, the *SEAD Program* provides a developmental framework that is specific to the

needs of girls as they grow and develop from Reception through to Year 12.

The targeted program acknowledges the phases of girls' transition from childhood to adolescence to adulthood and the challenges and celebrations that accompany each stage of development.

The SEAD Program ensures that all girls develop holistically as resilient and confident girls and young women through the integration of social-emotional skill development in conjunction with academic learning.

Designed to prepare Loreto's young women to be leaders, the aim of the Program is to embed emotional intelligence, resilience, adaptive skills and a growth mindset, well beyond traditional curriculum. It is aimed at facilitating girls' understanding of themselves as learners, responsible citizens and as positive friends, subsequently leading to personal achievement both at school and in life.

**To learn more, visit**  
**[www.loreto.sa.edu.au/sead-program](http://www.loreto.sa.edu.au/sead-program)**









## 2019 Social Justice Tour



*Everything we saw, both confronting and heart-warming, has allowed me to learn more about our beautiful and very diverse world.*

**(Skye, Student)**

**Kolkata (formerly Calcutta) is a challenging destination for the most seasoned travellers, as it was bound to be for the students and teachers of Loreto College who began their recent life-changing pilgrimage of India in this famous city.**

Nicknamed the “City of Joy”- a name whose meaning was probably lost on the visiting students, was once a promising city that has suffered through decades of economic decline following India’s independence in 1947, much of it due to steep population increases and economic woes that many of its residents know too well.

Despite this, the all-female student group were clearly mentally prepared for their journey ahead, quickly acquainting themselves with the lack of traffic rules, famous cuisine as well as the country’s famous street life which simultaneously attacks all one’s senses.

Consistent with the values of the school, the pilgrimage was specifically designed to give students insight into India’s female population. The importance of this very hot issue that is passionately debated in the media every day, was a subject many of our travelling students were most interested in as Indian women become conscious of the inequalities and bias.

Further insights into this issue, as well India’s culture, was gleaned over five days as the students spent teaching and living at a Loreto school in the small town of Panighata. In the spirit of this immersive travel experience, students forwent hot water and soft beds as well as privacy during this most rewarding component of the trip.

Students also spent time at the Mary Ward Social Centre and visited a local hospital where they met with busy medical staff, who

explained incredibly, leprosy is still an ailment that afflicts hundreds of thousands of Indians, and the efforts that are being made to alleviate this terrible illness.

Following this, students travelled by jeep, deep into the Himalayas hills to the town of Darjeeling to visit another important centre with an affiliation to Loreto, as well as a Tibetan Refugee Centre to learn of the history and plight of these people. Students visited the Mountaineering Institute to learn of the first famous ascent of Mt. Everest (a relatively short distance Northwest of Darjeeling) in 1953.

No trip to India would have been complete without a journey on one of the country’s famous trains, a train that indeed rattled students and teachers to sleep on their unforgettable journey to the colourful city of Varanasi. Intimate rituals of life and death take place in public, and the sights, sounds and smells of this sacred city, can





*This experience was hands down the best experience of my life. I can't describe how amazing it was. The staff were so committed to us and always put us first. I loved getting to know the locals. While the trip was confronting and challenging, I wouldn't change it because I have grown so much and learned so much.*

**(Sinead, Student)**



only be described as intense whilst simultaneously being one of the most fascinating places on earth.

Amongst so many other quintessential Indian distractions included enjoying a Bollywood movie, amazing cuisine and walking tours through 'wet' local produce markets. The group embarked on a heritage jaunt of the city dotted with roaming holy cows and monkeys swinging from telephone lines.

Students also enjoyed traditional drum music performed by a talented musical troupe as well as a cruise on the Ganges River in a private boat watching cultural performances using a combination of fire and dance. Naturally, all sampled the famed Varanasi tea with its sweet thick texture.

In the final days of the trip, students spent time at the Mary Ward Social Centre (Entally) and visited Sasha – a socially responsible enterprise

established to vocationally educate women. Here, several students took part in a Sari dress session to learn of this gracious Indian attire.

Cricket enthusiasts in the group got the chance to visit the famous Eden Gardens Cricket Stadium, before an emotional visit to Mother Teresa House to learn of the life of this modern-day saint.

A sense of acceptance, fate and diversity were some of the themes students took away from this special journey, from which many students concluded will leave indelible memories.

**Billy Penfold**

**Tour Guide, Student Educational Adventures**





# ISS Space Link Up



**On August 15, 2019 at 6:47 pm, Loreto College made contact via Telebridge with American astronaut, Nick Hague, the Flight Engineer aboard the International Space Station (ISS) orbiting some 400 kilometres above our planet.**

The radio call was made possible via satellite link up with ARISS (Amateur Radio on the International Space Station), moderated and mentored by Tony Hutchison.

The call to the space station involved 18 months of preparation, and there was no guarantee that contact would be made. Almost a year after registration, we were delighted when we were notified that August 2019 would be our turn to ask an astronaut a variety of questions as they orbited the Earth.

It was a relief and a privilege to hear Nick's voice and experience the awe on the faces of those who attended when we heard his welcome. His thoughtful responses provided us many insights into his view of space and our human existence.

College Principal, Dr Nicole Archard, introduced our school to the global community and spoke about breaking down stereotypes of girls and educating girls to become strong, passionate, confident contributors to society. Our foundress, Mary Ward said that, 'there is no such difference between men and women, that women may not do great things. Women in time to come, will do much' and much we certainly do.

Nick Hague finished our question and answer session with the inspiring advice to 'Keep being curious and keep asking great questions!'

As the ISS moved across the Ukraine and communication was lost, we knew that we had been part of the most extraordinary experience and one that may galvanise those who attended to explore even further the boundaries of human endeavour.

**Ms Ann-Maree Tippins**  
Digital Technologies Integrator

## Questions asked of Astronaut, Nick Hague

As this is the year we are celebrating the 50th anniversary of the moon landing, has the moon any more significance to you?  
**Isabella Ferraro-Martin Year 9**



What did it feel like when you first stepped into the International Space Station?  
**Megan Thomas, Year 5**



If you were able to choose how long to stay on the ISS, what would you say?  
**Gabrielle De Vellis, Year 8**



Does viewing the Earth from space change the way in which you think about humanity?  
**Samantha Summerford, Year 12**



What do you expect to see changing in the space industry in the coming years?  
**Mia Di Girolami, Year 9**



*“Keep being curious and keep asking great questions!”*



I walk around my house; do you miss the feeling of “walking” in the Space Station?  
**April Freda, Year 2**



Is space tourism a worthwhile endeavour?  
**Claudia Kuerschner, Year 12**

Would you like to explore space further, for example, be part of a mission to Mars?  
**Avreen Gill, Year 4**



Do you keep looking out in hope of seeing a UFO?  
**Harriet Fleer, Year 3**



Does living without gravity impact on your physical state?  
**Vivienne Borrillo, Year 8**



There are so many songs written with a space theme; what does space sound like?  
**Anna Zappia, Year 5**



What do you do with any spare time?  
**Natalie Teasdale, Year 9**



# Our new Director of Boarding

**This year, we welcome our new Director of Boarding, Rachel Hentschke.**

Rachel brings experience in Education and Communications to her role and with a passion for pastoral care, and building resilience and self-esteem in young women, she is thrilled to be working with the Boarders from Years 7-12. Having lived in the South East and Riverland regions of South Australia, as well as in Melbourne and Adelaide, Rachel understands the lifestyle and needs of our rural and interstate boarders and their families.



## Q & A



### **What are you most excited about this role?**

I am excited about building relationships and supporting girls and young women through their teenage years. Navigating friendships, school-work and the pressures and expectations around social media can be tricky, so a sense of humour is vital! I love meeting new people and I look forward to making new connections across the state and internationally as I work in partnership with families. I also enjoy being active and I can't wait to join the Boarders on hiking trips, visiting the beach and adventuring outdoors.



### **What does Boarding bring to the whole school community?**

The Boarders bring a different worldview and experience which enriches the whole school community. Our Boarders come to us from overseas, interstate and regional South Australia,

and they always strive to make the most of Loreto's academic, sporting and performing arts opportunities. Lifelong friendships are forged between day girls and Boarders, and these friendships provide opportunities for the girls to experience a different way of life, with home visits allowed on weekends or in the holidays.

### **What character strengths do you bring to the role? How do they help you in developing relationships with our Boarding girls?**

I recognise and develop the potential in others. I am upbeat and can get others excited about what they are going to do. I identify the unique qualities of each Boarder and figure out how different girls can interact or work together well. These strengths are important in building a Boarding community where girls know that they belong, feel safe to take on new challenges and are confident in themselves.





*“Girls thrive at Loreto Boarding because they know that they belong. The culture here is one of inclusion and acceptance.”*

**What are some of the most fulfilling or memorable aspects of your role so far?**

In December, I had the privilege of attending the Indigenous Youth Leadership Program graduation in Darwin with one of our Year 12 Boarders and her family. During her time as a Loreto Boarder, this confident and articulate young lady represented Loreto College in sport and competed at state level, succeeded academically, held a leadership position in the Boarding House, and was the recipient of an Adelaide University scholarship. No matter how busy she was, she always found the time to listen, support and encourage her peers and the younger Boarders. I feel privileged to have been one of the many people that encouraged and supported this outstanding young woman as she flourished at Loreto, and I look forward to hearing about her next adventure at University.

**Why should girls Board at Loreto?**

Boarding at Loreto supports the holistic development of each girls' character in an environment conducive to academic achievement and success. The girls look after one another like sisters and our capable Boarding staff know each girl on an individual level. Boarders receive an outstanding Loreto education, are engaged in opportunities to lead, encouraged to pursue their sporting and musical interests and they also experience all that the city of Adelaide has to offer such as the culture, festivals, food, museums, art galleries, wildlife watching, nature and beautiful beaches.

**How does a Boarding experience help girls grow?**

Boarders learn independence, resilience and valuable life skills whilst being encouraged to develop into confident learners and articulate, independent thinkers. The girls learn tolerance, respect for difference and often make lifelong friends. Boarders leave school with the independence and life skills that many of their peers don't develop until years later. Our Old Scholars maintain friendships that span decades; a Boarding friendship is one for life.

**What does the future of Boarding at Loreto look like?**

Student wellbeing and connectedness with families continues to be at the forefront of what we do. With modern facilities, a diverse activities program and nutritious chef-prepared food, there has been no better time than now to be a Loreto Boarder!

# Young Historian of the Year

**Loreto College has once again had students perform very well in this Australia-wide History Competition.**

The competition, in its 22nd year, is funded by the Commonwealth Department of Education. Students research a topic of their choice and can enter in a range of formats in age categories and special categories. Entrants must also address the competition theme, which was, 'People and Power.'

This year, Loreto College students were awarded the following awards;

- 2019 Premier's ANZAC Spirit School Prize Competition Winner: Lily Farrell
- Years 1-4 Category South Australian Winner; Alyssa Reed
- National History Challenge; Reception-Year 4 South Australian Winner: Alyssa Reed
- National History Challenge; South Australian Women's History Category Winner: Lily Farrell
- National History Challenge; Museum Exhibit Special Category South Australian Winner; Imogen Grbin
- The 2019 South Australian Young Historian of the Year: Lily Farrell
- The 2020 South Australian Simpson Prize Runner-Up: Imogen Grbin
- The 2020 South Australian Simpson Prize Winner: Lily Farrell

The ceremony concluded with the announcement of the 2019 South Australian Young Historian of the Year. This prestigious award in 2019 was awarded to Lily Farrell.



L-R - Imogen Grbin, Alyssa Reed and Lily Farrell



As part of this accolade, Lily journeyed to Canberra for a three-day all expenses paid tour of our Capital's national museums, galleries and the Australian War Memorial in the company of other award winners from across Australia. She was also further recognised for her achievement

at the National History Challenge National Award Ceremony held at Parliament House Canberra on Monday 2nd December.

These are indeed outstanding achievements by our pioneering and hard-working Loreto Students.



# 2019 Student Achievements



## Year 8 Public Speaking Competition

Congratulations to the four House Finalists in the 2019 Year 8 Public Speaking Competition – **Charlotte Hamilton** (Barry), **Sienna Vacca** (McGrath), **Ayshia Tran** (Mulhall) and **Tahlia Warner** (Ward).

The girls presented exceptionally well and were commended by external adjudicators, Heather Layton and Maureen Bourke, for the quality of their presentations, the courage they displayed and for their informative content.

At the conclusion of the assembly, **Tahlia Warner** from Ward was announced as the 2019 Individual Champion and Barry House were declared winners of the Inter-House Public Speaking Shield.



## Year 12 Art Prize

Well done to Year 12 Students, **Deanna Ruggiero** (Material Products – Textiles) and **Claudia Kuerschner** (Visual Art), who were presented with a Student Design and Creativity Award from the St Peters Rotary Club. Both girls displayed exceptional creativity, skill and perseverance in designing and completing their work.

## Gawler Short Story Competition

Congratulations to Year 12 student **Stephanie Goodwin** for winning 2nd prize for her story in the Youth Section of the Gawler Short Story Competition. Stephanie was required to write a story inspired by the theme of Serendipity.

## ANZAC Spirit School Prize

Congratulations to **Lily Farrell** (Year 10) who was one of 16 students to win the 2019 Premier's ANZAC Spirit School Prize Competition. More than 1000 students took part in this competition, with 16 Years 9 and 10 students from across the state selected to attend a 14-day study tour to Vietnam.



## State Maths Winner

Congratulations to Year 5 student, **Megan Thomas**, for becoming the State Winner as part of her individual entry – *Oligopoly: Consumer Choice Maths Edition* as part of the Primary Mathematics Association (PMA) Mathematics and Numeracy Challenge. Megan was presented with her award at a presentation evening on Friday 1 November.

## Gymnastics Champions

**Lily Rugari** (Year 7) competed in the Rhythmic Gymnastics High Performance State Championships in the April School Holidays and placed 3rd overall, with 1st - rope and 2nd - ball.

She was selected for the SA State Team and competed at the Australian Gymnastic Championships at Melbourne Arena in June. She was then invited back for another Saphires Selection Camp from 4-6 September, which was held at the Australian Institute of Sport.



## 2019 Student Achievements



### Write a Book in a Day Award Winners

Congratulations to one of our 'Write a Book in a Day' teams who has won a Commended award for their book, 'The Journey of Green Island' in the Middle School Section for Best Book. Their work was judged against books locally and interstate, including Victoria and Tasmania.

**Team:** Eliza Healy, Jessica Holliss, Charlotte Laing, Sophie Poland, Jada Puglisi, Sophie Rimes, Isobella Sheedy, Milla Swain and Laura Williams

### ICAS Competition Winners

Congratulations to all the Junior and Senior School students who participated in the ICAS Competitions in 2019 and received either a Merit, Credit, Distinction or High Distinction in either Digital Technologies, Science, Writing, Spelling, English or Maths.

#### Junior School - High Distinctions:

Jemma Meoli (Year 5)  
Alice Maycock (Year 6)  
Annika Lagiseti (Year 3)

#### Senior School - Distinctions:

Lilla Lagiseti (Year 7)  
Emily Laing (Year 7)  
Lily Rugari (Year 7)  
Lailah Saleh (Year 7)  
Alexandra Seal (Year 7)

Well done to these students on this fantastic achievement and to the Junior School High Distinction winners which placed them in the top 1% of the ICAS Competition across Australia!

### Australian Ballet School Placement

Congratulations to Emmy Denys (Year 5), who has been offered a place with The Australian Ballet School Interstate Programme. This unique opportunity will allow her to access the schools' facilities in the form of personal visits, specialised coaching classes and intensive training sessions. Well done Emmy!



### Best Female Young Performer

Congratulations to Maddy Flapper (Year 11) who was nominated for 'Best Female Young Performer' in the Adelaide Theatre Guide Curtain Call Awards. Maddy also performed in a show, A Thousand Cranes, as the main role of 'Sadako' in the 2019 Adelaide Fringe.



### Balaglva Eisteddfod Champion

Congratulations to Dilini Ranathunga (Year 1) who became the Speech and Drama Solo Champion for 2019 at the Balaglva Eisteddfod. Dilini won her monologue and placed 2nd in the category of Poetry and Prose Reading.

## 2019 Student Achievements



### Basketball Star

Congratulations to **Isabelle Borlase** (Year 9) who was selected to play in the South Australian Metro U/16 Basketball Team and elected Captain. Isabelle competed in the Darwin Nationals and averaged most points per game (18) and averaged most rebounds per game as well (11). South Australia came 2nd overall.



### Poetry Competition Winners

Three students in our Junior School (**Scarlett Flapper** in Year 4, **Portia Katsaros** in Year 5 and **Emma Choi** in Year 6) participated in the Independent Primary School Head of Australia Poetry Recital Competition. With eleven independent schools participating in South Australia, students were required to learn and recite a set poem and then choose their own poem to recite. We are delighted to congratulate Portia for placing 2nd and Emma for placing 3rd. We also commend Scarlett, Portia and Emma for being gracious with their placements and congratulating the other students on their win.



### Tournament of Minds National Final Contenders

Congratulations to our Primary Social Sciences team who achieved First Place in the State's Tournament of Minds Competition. This is the third year in a row our Junior School has produced a State Winner. The girls represented South Australia at the International Finals in Hobart in October. Although they didn't place in the National Final, participating in the competition was a rewarding and enjoyable learning experience.

**Team:** Helena Lynch, Zoe Karas, Portia Katsaros, Sophia Katsikitis, Chloe Dalle-Nogare, Sophia Manning and Alice Maycock



### Royal Show Art Winners

Congratulations to some of our Year 4 and 5 students who entered artwork into the Royal Show. We received three merits from Year 4 and seven merits from Year 5. There were many entries in each division, so this is a wonderful achievement.



### Primary Debators Take Out Final

After having reached the Grand Final, our Primary Debators maintained their outstanding standard and took out the final. Congratulations to **Carla Griffiths**, **Sophia Katsikitis** and **Megan Thomas** who successfully argued the negative of the topic 'That the government is failing young people'. Well done and congratulations to **Asia Papadopoulos** and **Emily Tucker** who debated in this team in some of the preliminary rounds.

The girls were ably supported by their two dedicated Year 11 Coaches, **Skye Sexton** and **Ella Boyce**. Megan was named as the best speaker for the debate.



### Most Valued Debator

Congratulations to **Alexandra Donato** (Year 7), who was the recipient of the South Australian Debating Association's 'Most Valued Debater' for the Junior Grade.

There were 34 teams and 140 students debating in this grade.



## 2019 Student Achievements

### Oliphant Science Award Winners

The Oliphant Science Awards, named in honour of renowned scientist and former Governor of South Australia, the late Sir Mark Oliphant, is the prime Science competition for all schools in our State and attracts over 2500 talented and innovative Science students from Reception to Year 12. Students explore Science and Technology through inquiry and investigation, innovation, new technologies, writing, art, and photography and compete in the year level groups of R-2, 3-5, 6-7, 8, 9-10 and 11-12.

Loreto College was represented by students from both the Junior and Senior Schools and we are pleased to announce the following prize winners.

#### First Prize

Olive Maycock: Poster (R-2)  
*'Why Can a Bird Fly, But I Can't?'*

Isabelle Lilburn: Poster (11-12)  
*'The Moon is the Earth's Hammer'*

#### Second Prize

Leja Rajcic: Poster (R-2)  
*'The Life Cycle of My Apple Tree'*

Isabelle Lilburn: Photography (11-12)  
*'Tessellations'*

#### Third Prize

Anja Wosha: Models and Inventions (R-2) *'The Periodic Table'*

Madeleine Flapper: Poster (11-12)  
*'The Importance of the Moon'*

#### Department for Education Young Scientist Awards 8-12:

Isabelle Lilburn: Third Place

#### Defence Science and Technology's Secondary School Prize 11-12

Loreto College: Second Place

#### Highly Commended Certificates

Natalie Teasdale, Isabella Ferraro-Martin & Amelia Saunders:  
Computer Programming & Robotics (9-10) *'The Wonders of Space'*



### Head of the River Winners

Congratulations to our Year 7/8 A Coxed Quad A Final for winning the Head of the River title with a time of 3:58.42. The crew included Amelia Mansell coxing, with Victoria Binns, Hallie Anderson, Felicity Taylor and Emily Laing from stroke to bow.

They were undefeated in the School Premiership Series and were holders of the fastest time ever recorded for this event in South Australia.

### SACGSSA Swim Meet

Congratulations to our U/14 girls who excelled in the SACGSSA Swim Meet, winning the shield for their age group and showing great promise for the future.



### Aerobics Champion

Congratulations to Ruby Tynan (Year 12), who won the FISAF World Championships in the Adult Aerobic Performance section. The competition was held in Leiden, Netherlands, over the October School Holidays. Well done Ruby on this fantastic achievement.



### Da Vinci Decathlon

Well done to some of our Year 7 girls who represented the College at the da Vinci Decathlon. The girls competed against 21 schools and won the Engineering Challenge. The team were considered the best 'Engineers' in the State at this age group. The Science task was extremely demanding, yet our girls placed 5th out of the 22 schools participating.

**Team:** Pareena Brar, Amreen Chahal, Tiki Dickinson, Alexandra Donato, Emily Laing, Lily Rugari, Molly Silvy and Jessica Simmons



## 2019 Student Achievements



### Catholic Primary Schools' Athletics Carnival Winners

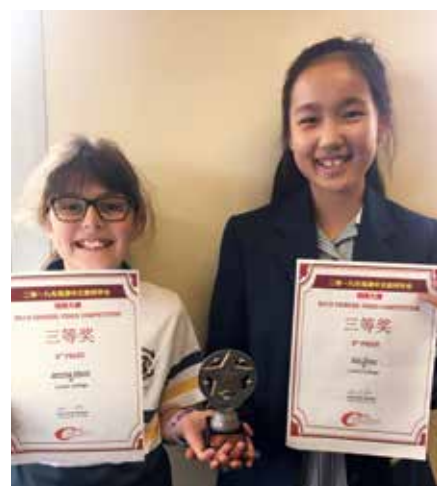
Congratulations to our Year 3-6 Athletics Team who won the Catholic Primary Schools' Athletics Section 1 Carnival. It was a wonderful team effort and all athletes are to be congratulated for their strong individual performances. A special mention to the Year 6 Athletes who were the winning school in the Year 6

Age Group, to Indy Threadgold (Year 3) who was named the Year 3 Individual Age Champion, Emma Choi who was runner-up and Charlotte Parsons who came 3rd in the Year 6 Individual Age Champion, and Chloe Dalle-Nogare who was named runner-up in the Pentathlon event.



### Australian All Schools Athletics Championships

Congratulations to Ella Donnelly (Year 10) and Malaika McLeod (Year 6), who represented South Australia in the Australian All Schools Athletics Championships in Perth. Ella raced in the 3000m and Malaika in the 800m.



### Chinese Video Competition Winners

Congratulations to Year 5 students, Jemma Meoli and Xixi Zhou, who entered into the Chinese Video Competition run by the Chinese Language Teachers Association of South Australia. The girls came 3rd overall and were presented with their awards at Elder Hall at the University of Adelaide.



### LC Dynamite Aerobics Team State Winners

Congratulations to our LC Dynamite Aerobics Team who competed in the School Aerobics State Finals at the Norwood Town Hall and received a Gold Medal in the Primary Stage 1 Open Category. They were invited to attend the National School Aerobics Championships on the Gold Coast in August and finished only three points behind the Gold Medal Team.

### SAPSASA State Athletics Championships

Grace Marin (Year 5), Malaika McLeod (Year 5) and Phoebe Neck (Year 7) represented the East Adelaide District at the SAPSASA State Athletics Championships. Grace Marin won a Gold medal in the 10 Years High Jump, with Malaika McLeod finishing 4th in both the 12 Years 800m and 1500m race, and Phoebe Neck who was competitive in the 12 Years 200m event.



## 2019 Student Achievements

### Catholic Combined Athletics Carnival

Our Athletics Team displayed their extraordinary talents across all disciplines, with our 16 Years and Over girls taking out that age group shield. Our team finished in 2nd place by only a couple of points.



### Co-Curricular Sporting Achievements

Our two Senior Basketball Teams finished 1st and 2nd on the Premiership table and our Middle Years and Senior Water Polo Teams also won their Premierships.

Congratulations to our Year 7 B2 Netball and Year 9 B1 Netball Team who were victorious in winning their Grand Finals and our Badminton Team who also won their 3rd Premiership in a row.



### SAPSASA State Swimming Championships

Congratulations to Emma Choi (Year 6) and Malaika McLeod (Year 5) who were members of the East Adelaide District Swimming Team and won the SAPSASA State Swimming Championships at the SA Aquatic Centre on March 28.

Emma and Malaika received a Bronze medal as members of the 12 Year Girls 4 x 50m Freestyle Relay. Malaika received Bronze medals for her 50m Breaststroke and 4 x 50m Medley Relay.





# 2019 Events Snapshots

*Pink Day 2019 was a fabulous opportunity for the girls to contribute positively to the fight against Breast Cancer, whilst embodying our infectious and inclusive Loreto Spirit!*

## Pink Day

**June 14 marked the 2019 Pink Day, a highly anticipated day among the Loreto College community.**

We encouraged the girls to wear everything and anything pink, with the aim of the day to raise funds for Breast Cancer Research. This year, the 2019 Executive Team decided to donate the funds successfully raised on the day to Breast Cancer Trials, placing a particular importance on the power of funding scientific research and the potential this has to find a cure. Breast Cancer Trials is a group of world-leading breast cancer doctors and researchers based in Australia and New Zealand, with a commitment to exploring and finding better treatments for people affected by Breast Cancer through clinical trials research. With this in mind, it was a pleasure to hear from Microbiologist, Vicki Franzon, instilling in the girls the importance of scientific research as a survivor of Breast Cancer herself.

The Pink Day celebrations that followed included a barbeque, selling of Pink Donuts and a fashion parade where the prefects from Rostrevor College, were invited to attend and contribute to the day. Raising over \$1500, these celebrations displayed the girls' commitment to supporting such an amazing cause. Overall, Pink Day 2019 was a fabulous opportunity for the girls to contribute positively to the fight against Breast Cancer, whilst embodying our infectious and inclusive Loreto Spirit!

**Harriette Smith**  
2019 Deputy Head Girl



## Autumn Fair



**One of our biggest family events of the year, the Loreto College Autumn Fair proved to be a highlight of 2019.**

With stalls from many local businesses, including crafts, jewellery, Tupperware and clothing, there was something for everyone! There were delicious food stalls, a silent auction and fun-filled rides on the oval, allowing a lot of colour and fun surrounding our Acacias grounds.

Our friends and family sat back and relaxed whilst they listened to musical performances by our music students in both the Junior and Senior School, before being entertained by Turn Back Duo, who

performed 80s music from bands like INXS and Icehouse.

The Parents & Friends would like to acknowledge and thank the Loreto community and local businesses for their generous donations and volunteer support. It was a wonderful day connecting with staff and friends of the Loreto community.



## Mission Day

**On 20 September, Loreto College hosted the highly anticipated event of the year: Mission Day.**

The theme '*Sincerity Safari*', was embraced by every single Loreto student wearing costumes that ranged from safari keepers, to characters from the Lion King. The funds raised on this action-packed day went towards Mary Ward International Australia (MWIA) to support works in India.

The day began with the Liturgy which was led by the Year 12 and Year 9 Leaders. This was followed

by listening to guest speaker, Rachel McLoughlin ibvm, who shared the specific ways Mary Ward International Australia (MWIA) dedicate their time to different projects benefitting people around the world. This provided us with a grounding start to the day, reminding us that the importance of Mission Day goes beyond a fun dress-up day.

Later in the day, it was time for the highly anticipated Talent Show, with fantastic celebrity judges; Riley Knight from the Adelaide Crows, Singer-Songwriter,

Millicent Sarre; Performer, Scarlett Anthony, and Loreto Old Scholar and Channel 7 Weather Presenter, Amelia Mulcahy. The competition was fierce, with various intriguing acts including dancing, singing, salsa and aerobic routines. Ultimately Year 1 student, Juliette Searle, claimed the gold prize, impressing the judges with her amazing dance moves and energetic personality.

After the Talent Show, each class was responsible for running two stalls; one food and one activity. The creative options ranged



# Social Justice Events

**Social Justice in 2019 has had many highlights that we, as Social Justice Captains, have had the opportunity to share with the school community.**

As leaders, we were able to culminate speeches to share with the school community at fortnightly assemblies. We found that this was an amazing opportunity for us as students, to grow in our knowledge and passion for social justice issues, whilst simultaneously having a positive impact on the school community and their awareness of issues in the world.

We focused mainly of the theme of 'hope' for our *Project Compassion* fundraising event at the start of

the year. This involved raising money for various communities in developing countries that require support from Mary Ward International (MWIA). This year was particularly special for this fundraising event, as our social justice efforts allowed us to exceed our goal of \$4000, and ultimately achieve nearly \$8000 from the Loreto Marryatville community for these missions. This was definitely one highlight of our year, and it was an obvious representation of not only our social justice efforts, but also our passion for justice.

Throughout the year, we also had the opportunity to organise and participate in many events like Pink

Day, International Women's Day and 'R U OK?' Day. These days gave us the chance to connect with the girls at our school and encourage them to participate in service learning. The most significant of all of these events was Mission Day. This day brought the entire school together, and to be able to contribute to this special event was extremely rewarding.

As Social Justice Captains, we were able to reach out to the girls in our school and teach them about our world, humbling them and driving them to make change long after we graduate.

**Sophie Treasure & Madeline Penny**  
Student Social Justice Captains



from Crazy Colourful Hair to the traditional lucky dip. The carnival-like atmosphere was buzzing, and the Square was filled with laughter, chatter and music.

In summary, the day was a complete success and was enjoyed by all. This was an opportunity to strengthen our relationship with students in other year levels, but also to raise money and awareness for Mary Ward International Australia.

**Alice Lane**  
Year 12 Student



# Residency Programs



## Artist

### Peter Drew

Our Artist in Residence Program, established in 1999, continues a strong tradition in which students' learning is enhanced and challenged through direct and sustained interactions with practising artists. In Term 2, Year 11 Visual Art students were most fortunate to work with street artist, Peter Drew, best known for his **REAL AUSTRALIANS SAY WELCOME** and **AUSSIE** posters. Created as screen prints and pasted in public places nationwide, Drew directs attention to immigration issues and invites his audience to reflect on our national identity.

The residency emphasis was on investigating Drew's practice in which he emphasises the connections that bind us, *rather than* the fractures that *divide us*. His ability to distil complicated issues into simple posters that resonate strongly, is fundamental to engaging an audience. Year 11 students explored current issues from multiple perspectives during the process of developing ideas and imaginative solutions. The challenge was to appeal to a transitory audience and instigate conversation on a divisive issue by using visuals and text.

During the residency, Drew was near to completing his book titled *Poster Boy, a Memoir of Art and Politics*. As he reflected on his arts practice, he reinforced with the students that Art should make people ask questions. Central to Drew's practice is the ability to empathise, and he left us with the following advice:

**'Empathise:** *Try to understand the people you oppose because they're not really your enemy – they're actually you with a different worldview.'*

**'Create myths:** *You're not a scientist, or a historian or a dentist. You're an artist, so do what only artists can do and create myths. Myths have a dynamic power unlike anything else because they are inherently imaginative. Myths are open to interpretation. They invite the audience to adapt and reimagine the story as they see fit. Above all, myths invite the audience to embody values in ways that histories cannot. That's what makes myths live in the world.'*

### Mrs Jacky Hamilton

Leader of Visual Arts

## Illustrator

### Claire Richards

The Junior & Senior School were fortunate to have Illustrator, Claire Richards, as part of their Artist in Residence Program. Claire has illustrated a wide variety of early childhood and picture books, as well as independently publishing a series of graphic novels for a senior school audience. During her residency, Claire provided both Junior and Senior students opportunities to work on, and showcase, their artistic talent, conducting workshops with a focus on our four-legged friends and graphic novel-styled pieces. Popular animals and anime characters were deconstructed to show the step-by-step process by which elaborate illustrations are constructed, simplifying the process and giving all students an opportunity to be creative and taking them on a journey from concept to publication. Senior students were also given opportunities to sit with Claire, and observe her creative process, as she worked on a Loreto-themed piece in the York Library which she kindly gifted to the College.

### Mrs Julie Staley

Information Resources Coordinator





## Writer

### Liz Walsh

For the 2019 Writer in Residence Program, we decided to provide the students on the Senior Campus with the opportunity to learn about ways writing can be an integral part of the workplace. This year, we chose to focus on Journalism. Several of our classes had the opportunity to work with Liz Walsh who currently writes for The Advertiser as a Sports Journalist. Her experience in Journalism is extensive and we were extremely fortunate to have someone of her calibre work with our students. This was our first venture into exploring professions which have a significant emphasis on writing skills.

Liz introduced students in Years 8–10 to the world of a working Journalist and provided the students with practical tips about what it takes to succeed in the industry. She worked with Year 9 classes to identify the techniques necessary to create a successful Opinion Article. The girls were then asked to generate their own Opinion texts based on the advice they received. As part of her Year 10 lessons, Liz helped the students to identify the persuasive writing techniques used by Journalists.

The focus of this exploration was for our students to understand how the techniques used by the creator of a text can influence the response of the reader. Year 8 classes were introduced to the skills required by a Journalist and were informed about the diverse opportunities which exist in the profession.

The girls participated in activities which challenged them to write in a style appropriate for reporting the news. Liz helped our students to recognise that our words can have so much influence over how information is communicated to the audience. There is no doubt that Liz's time with us was very successful and sparked an interest in Journalism for many students. It was wonderful for our students to learn about the way writing can be applied beyond the classroom.

### Mrs Fiona Griffiths

Leader of English

## Author

### Jane Jolly

Jane, a prolific local Author, was a charismatic guest whose work many of the students were already familiar with – her popular books carrying messages of kindness, resilience and bravery. Middle and Upper Junior School Students were invited to engage all their senses during their writing workshops, with Jane setting an evocative scene. The girls arrived to their sessions to be met with the sights and smells of both other cultures and artefacts from Australia's past, such as chiming bells, chanting monks, incense and an antique telegraph machine that she used as her inspiration for "Radio Rescue". The students were interested to hear how a professional Author 'finds' their ideas and the process around writing a book, as well as honing their skills in narrative writing.

Junior Primary and groups from the Early Learning Centre were presented with a variety of Jane's picture books and really enjoyed hearing the tales from the Author herself, as well as the stories behind the stories – places she's visited around the world, her interest in other cultures, as well as her love of Australian history.

### Mrs Julie Staley

Information Resources Coordinator

# LORETO springART



**This year, we celebrated a new format for springART that showcased the fabulous new Science Centre.**

The springART Committee along with various helpers, worked tirelessly in the lead up to the event, helping transform the various laboratories into a dynamic exhibition space. The result was better than we ever imagined and promoted a real gallery feel. It was equally thrilling to share this with the community, our loyal supporters, sponsors and wonderfully talented artists.

Once again, we thank Lipman Karas for their generous support of this event as naming rights sponsors, and for their ongoing commitment for springART in 2020.

Over 300 pieces from established and emerging South Australian artists were beautifully hung with

Tsering Hannaford taking centre stage as Feature Artist. She created five exquisite works that captured the essence of Spring, as well as re-creating a small part of her working studio to share her process with our art lovers. Kellie Fergusson was our Emerging Artist, and Helen Johnson, from Kiri Kiri Art, sourced Aboriginal Art.

Our Preview was held on the Thursday night ahead of the fantastic Opening Night Cocktail Party on Friday 6 September – with more than 400 guests attending the festivities.

The ever-popular 'Star Portrait' Event held on Saturday at 2pm, saw the unveiling of three competing portraits of our illustrious Star, ex-Minister, Christopher Pyne, by Artist's Philip David, Jessica Zoethouth, and Hugh Adamson becoming the

overall winner. It was a highly entertaining afternoon, with special thanks to Resonate Consultants for their support of this event. Mike and Tina Barr dazzled us with a live painting demonstration on Sunday afternoon, and guests to the Exhibition participated in a raffle for the design and creation of a bespoke piece of jewellery, courtesy of James Thredgold Jeweller.

This event could not have taken place without the generous support of our sponsors and the tireless commitment and hard work of the springART Committee.

**Abra Remphrey**  
Co-convenor, Curator springART 2019





*The ever-popular 'Star Portrait' Event saw the unveiling of three competing portraits of our illustrious Star, ex-Minister, Christopher Pyne*





# Year 12 Art Exhibition



1

2



3



4



5



**Once again, the Year 12 Art exhibition was a resounding success.**

The Square was bursting with artwork which varied enormously, in media, concept and scale. Large, complex installations; tiny, intimate hangings; bold, textural oil paintings; small, delicate watercolours; black and white photography, and haunting narratives, the students communicated their views of the world powerfully.

Adelaide Sculptor and Installation Artist, Jane Skeer opened the show on Friday 8 November and delivered a moving speech about the way visual art gives people a voice. Jane's influence was evident in some of the work, conceptually and technically.

"These graduating students... Susi, Wendi, Charlotte, Lia, Ruby, Stefania, Harriette, Olivia, Hilary, Claudia and Kaelyn...speak of loneliness; the loneliness one feels once reaching the top of the corporate ladder, the loneliness of

urban isolation, the loneliness of being different, our very existence.

Art is about life. They remind us of the sheer magnitude of the refugee crisis. Language is a powerful tool for contemporary artists today, to make certain their creative voice is heard.

These girls also speak of the masks we wear and how we hide behind them. What is your mask?

Congratulations, you should be so proud of your efforts. I am very familiar with the work that it takes to succeed in Year 12 Art. You've been blessed to study here." Jane Skeer.

The springART prize was deservedly awarded to Susi Kitas-Milham, for her thread installation. The St Peters Rotary Annual Youth Award for Creativity and Design went to Claudia Kuerschner and Deanna Ruggiero.

**Mrs Sue Randell**  
Year 12 Visual Art Teacher



6



7

1. Susi Kitas-Milham - detail 'The human condition' (with Stephanie McGoran)
2. Harriette Smith - detail 'Triumphs and Tragedies'
3. Charlotte Keane - detail 'Gemstones'
4. Claudia Kuerschner - detail 'Municipal Solitude'
5. Ruby McEvoy at work
6. Hilary Sheedy - detail 'The Centenarian'
7. Kaelyn Lau- 'New beginnings'
8. Wendi Ma - 'Did money make ART'
9. Lia Taglienti at work



8



9

# 2019 Performing Arts Festival





Junior School Musical

# The Little Mermaid





# Heroes and Villains





# Sanctuary



# ELC and Preschool Program



*Our Preschool Program reflects each child's individual interests, experiences*

**Loreto Early Learning Centre is a dynamic learning environment which encourages exploration and play, allowing children to discover a sense of identity and place.**

Located in a beautiful heritage house on our historic grounds, the Early Learning Centre operates from 7.30am to 6pm and caters for girls and boys through four different programs:

- Gumnut (6 weeks to 18 months)
- Wattle (18 months to 3 years)
- Banksia (3 to 4 years) and
- Loreto Preschool (4 to 5 years).

All programs are led by experienced Early Childhood teachers and educators.

Our Preschool Program, which operates during school hours and is located in the newly renovated

classrooms in the Junior School, is designed to extend and enrich children's learning as they prepare for school. Integral components include early literacy and numeracy learning experiences and inquiry-led investigations that enhance curiosity and allow children to question, create, solve problems and build a deeper understanding of the world. Our Preschool children also connect to the Junior School and experience learning in a school environment, thus facilitating a seamless move from early learning into Reception and ensuring a successful transition for our Preschool children and their families.

Our Preschool Program reflects each child's individual interests, experiences and developmental needs. Through active engagement with educators, other children, and their surroundings, learning is a

reciprocal process that encourages children to ask questions, communicate ideas and reflect on their understandings.

The children in all programs also experience art, drama, design and movement as well as specialist lessons in Music, Chinese and attending the Library. These experiences invite creativity and nurture new learning and discovery. This sense of inquiry is complemented through our purposely built Enchanted Nature Playground where all children discover the joys of imaginative play, and experience the wonder and excitement of exploring the natural world.

**If you would like to learn more about our Early Learning Centre, Preschool Program or Reception transition, please contact our Enrolments Office on 8334 4200 or email [enrolments@loreto.sa.edu.au](mailto:enrolments@loreto.sa.edu.au).**



# Grandparents' and Special Friends' Day

**We celebrated Grandparents' and Special Friends' in our Early Learning Centre and Junior School at the end of Term Three.**

Our ELC children and Junior students warmly invited their Grandparents and Special Friends to come along and watch a beautiful performance put together by Music Teacher, Ms Schulz.

The presentation was followed by a lovely morning tea and classroom visits. Thank you to all Grandparents and Special Friends for coming along on the day.





# Futures Project

**The Futures Project, a specifically designed curriculum for all of Year 9 at Loreto College, provides an opportunity for students to learn and develop skills in the important areas of research, design thinking, innovation, technology, entrepreneurialism and social justice.**

Design thinking, recognised as one of the most important skills required by employers, focuses on problems from a human point of view, in the context of what's technologically feasible and economically viable. With empathy at the heart of the Futures Project, students apply ethical decision making in understanding their role in shaping contemporary and future society.

Loreto College has a long-standing tradition of advocating for social justice through the lens of global issues. Gaining inspiration from the Loreto organisation, Mary Ward International Australia, and also inspired by the work of Loreto UN, who since 2002 has worked towards the fulfillment of the United Nation's Millennium Development Goals and more recently the Sustainable Development Goals, the central tenet of the Futures Project is to empower and liberate our girls to be agents of change. Preparing our students for an unknown and unpredictable future, whilst understanding current global issues, is at the heart of a Loreto

Education. The Futures Project teaches our girls to have empathy, raise their voices, take action and lead change for a better future.

The Futures Project uses an interdisciplinary, self-directed inquiry approach whilst making links to subject specific discipline content. Following the design thinking process, students identify a societal problem, design and then test prototypes to solve this problem, as well as develop business and marketing plans. The project then accumulates in a 'pitch' of their idea to a proposed client.

From developing, modifying and communicating design ideas through to the application of design thinking, creativity and enterprise, students gain knowledge and skills across a range of disciplines. Thus, the Futures Project supports our beliefs at Loreto in encouraging our girls to develop a growing sense of independence, confidence in self, and a strong voice that is willing to engage in respectful dialogue and meaningful debate. This is the value of a Loreto Education.





# Becoming an Environmentally Sustainable Community



**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 will be implemented at Loreto College in 2020.



## 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 is planned for implementation in 2020 and will replace a third of the whole campus electricity grid consumption. With schools' energy consumption closely aligned with daytime hours, we are ideally suited for maximising solar utilisation in peak tariff periods.

The installation of rooftop solar panels will enable 200KW of embedded solar generation across the Senior School, Junior School and Boarding House. The system will be designed for future staging to allow further solar replacement of grid consumption and will be compatible for potential battery storage for non-daylight hours consumption as technology develops in this area.

To assist with the key sustainability initiative, we are inviting friends of Loreto to be a part of this project by buying a solar panel for \$300 (tax deductible through our Building Fund).

## Reduce, Reuse, Recycle

Whilst the College has already put into place various strategies for the reduction of plastics and waste as well as methods for recycling and composting, we feel there is still more that can be done in meeting our sustainability objectives and lessening our environmental impact on the planet.

From 2020, Loreto College will join forces with international firm The Detmold Group (past Loreto family) in order to implement the first 'Plastic Free Sustainable School Community'; a sophisticated #cuttherubbish campaign to reduce waste, replace plastic products, introduce recyclable material, and transparent processes for recycling. In order to do this, we will work with The Detmold Group on the following:

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

## Creek Upgrade

We are fortunate to be the partial custodians of the First Creek as it travels through the College. Whilst the creek adds to the aesthetic beauty and tranquillity of our College grounds, providing great benefit to our wellbeing, we also have the responsibility for maintaining the wellbeing of the creek ecosystem for the sake of our broader community, now and into the future.

In 2020, remediations to the creek will occur involving repairing sections of the creek bed damaged in recent floods, as well as the reinforcement of creek walls, including the installation of a moss rock embankment along the northern bank to prevent further erosion during flash flooding. We will also remove debris previously washed along the creek with stormwater and plant further vegetation to bind the soil in parts of the bank above the original creek walls. The works will ensure greater resilience of our creek during wet weather events, longevity of our heritage gardens, and a haven for the plants and animals who share our beautiful College grounds.



# Creating Better Futures for Girls and Women in STEM

**STEM (Science, Technology, Engineering and Mathematics) education is undoubtedly important to Australia's future industries and subsequent economy.**

However, we also know that globally the STEM workforce suffers from gender-segregation with regard to the equal participation of women and men in these fields, as well as gender-stratification, which concerns the equal representation of women and men in positions of leadership. Consequently, women are penalised twice when it comes to STEM careers. Firstly, they are less likely to be employed in the stereotypically male dominated industries of STEM, and then once employed, they are less likely to be promoted to positions of authority. Women, therefore, are not participating equally in the fields that represent the greatest expected employment growth and subsequent remuneration both in Australia and internationally.

However, the problem regarding gender inequality and STEM careers for women doesn't start in the workforce. The problem started whilst these women were still at school. Schools are a microcosm of society, they represent and reproduce the social and cultural expectations of the society in which they are a part, and this includes the

reproduction of gender stereotypes and gender inequality. An example of this can be seen through the subject of physics. Currently, approximately eighty percent of secondary physics students in Australia are male. This gender disparity in school education comes from a social stereotype that physics isn't a girls' subject. This statistic is then exacerbated when girls enter university to study engineering (in which physics is a prerequisite) and then again when female engineers attempt to enter a male dominated workforce, and then again when the small number of women in engineering attempt to gain leadership promotion. At each stage of this process, the number of women gets smaller and smaller; reinforcing and reproducing gender inequality.

So, what do schools need to do? The first step is to engage girls in STEM and the second step, which builds from the first, is to get more girls participating in STEM subjects whilst at school. Schools play an important role in this process and in particular girls' schools. Girls' schools offer an environment where gender stereotypes can be challenged and girls can be free to identify themselves in roles that might otherwise be determined as stereotypically male. In girls' schools, 100 percent of physics students are female.

Therefore, just being in a physics class in a girls' school environment helps to send a different message to girls, that is, that they belong and have a place there. The physical environment can also be used to engage girls in STEM. At Loreto College, our newly developed Science Centre uses elements of the building design and construction to challenging the gender stereotype that science is a boys' subject.

The building of the Science Centre provided an opportunity to teach girls about engineering and construction. In the Science Centre, services and structural beams have





been left exposed, allowing the girls to see and learn about how the various services function as well as understand the structural elements of the building. This way, the building itself becomes part of the learning process. Lights have been designed to represent chemical compounds and the laboratories and breakout areas have write-on walls, allowing girls to work collaboratively as well as share their learning. The laboratories also have glass walls so that the teaching and learning of science is showcased to all students, thus ensuring that older girls are role modelling science to younger students. During

construction, the girls also spent time investigating the building site with the female engineer who oversaw the project. This process both showcased career pathways available to girls through role modelling as well as challenged the stereotype that engineering is a male occupation.

It is important to recognise the role that gender stereotypes play in relation to girls' participation and performance in STEM curriculum areas and future career aspirations. The girls' school context offers the perfect opportunity to influence girls' participation in areas where

they may otherwise revert to gender stereotype and avoid participation. If we wish to see full advancement in these areas within Australia we must firstly work towards equal participation of men and women in these fields which consequently means, equal participation of boys and girls in STEM related subject areas in secondary school.

**Dr Nicole Archard**  
Principal



### **This year was another wonderful year for the Loreto Old Scholars' Association ('LOSA').**

The Association was headed by the new leadership team of President, Olivia Mittiga ('13), Vice President, Peta Spyrou ('11), Treasurer, Emilia Galluccio ('16), and Secretary, Isabella De Stefano ('11).

Together, we sought to increase the engagement of our Members by providing opportunities for them 'to have their say' about how the Association should represent them. This was an important strategic aim for our 2019 Committee, seeing this as a fundamental chance to meet our primary aim of encouraging the Loreto spirit amongst Old Scholars; bringing our membership into contact with one another, the College and the IBVM.

Members had the opportunity to have this significant input in two

major ways: first, we consulted with Members about the content for our brand new website ([www.losa.org.au](http://www.losa.org.au)) which we launched in the beginning of 2019, and secondly, we asked them to determine our new LOSA merchandise range.

Following the consultation we had for the website, Members asked the Association to include a platform which highlighted the success of our Old Scholars. Following this feedback, the LOSA Old Scholars Stories initiative was born; once a month we feature the success of a past pupil, featuring their career and/or personal accomplishments since graduating from Loreto. LOSA has received positive feedback from these monthly features, not only from the individual highlighted in the story, but from the wider Loreto community. Visit our News and Publications tab on [www.losa.org.au](http://www.losa.org.au) to read up on all the Old Scholar stories so far.

In August, LOSA launched its new merchandise range, which came at the culmination of months of consultation and organisation. The Merchandise Launch was held at the Robin Hood Hotel, and Members engaged in an evening of networking, nibbles and drinks, whilst also having an exclusive 'first look' at our new merchandise range. It was a wonderful evening that allowed the Association to also introduce its new social media hashtags "[LOSAreconnect](#)" and "[TheLOSAnetwork](#)", to encourage all Old Scholars to share their LOSA experiences on social media, promoting the LOSA brand.

The Association held a number of other successful events throughout the year, allowing various opportunities for our Members to reunite with old friends and forge new ones. LOSA held its annual Waterford Morning Tea in April, which aimed at bringing an older generation of





Loreto connections together. It was a lovely gathering of over 50 Old Scholars, providing attendees the opportunity to reconnect with old friends and forge new friendships.

The Loreto Community Mass, held in September, saw Old Scholars and the wider Loreto community join together in prayer led by Father Paul Mullins, and then later caught up over morning tea at the springART show. At the Mass, we were fortunate enough to hear from past Principal, and Committee Member, Sr Diaan Stuart IBVM, about the incredible work the Loreto Sisters are doing in India. LOSA was extremely pleased and overwhelmed by the turn out from both Old Scholars and current Loreto families. We are also pleased to announce that at this event, we raised over \$700 for the IBVM's work in India.

In October, LOSA held its annual High Tea at the Stamford Plaza Hotel, to welcome the graduating class of 2019 into the Old Scholars' Association. With over 70 girls in attendance, it was a lovely afternoon for the LOSA Committee to congratulate the Year 12 students on completing their schooling journey and joining our community.

LOSA Netball had another successful season, which was again managed under the leadership of LOSA Committee Member, Catherine Lupone ('13). A total of 30 girls played in the Winter Season and LOSA is pleased to announce that all teams made it to the Grand Final, with one of the teams taking home the winning title for 2019. Congratulations to the LOSA Netball Committee and players on a great season. LOSA is very excited to support another successful season for 2020.

Finally, as President, I have decided to step down from the role for next year to focus on work commitments. It has been a privilege and pleasure to be part of a successful Executive Team and Committee. I have met many talented, ambitious and inspiring Loretians and have definitely formed life-long friendships. I know that I leave LOSA in the capable hands of the Executive who will continue to oversee the implementation of LOSA's objectives moving forward.

Thank you to the LOSA Committee and everyone involved in the Association for both a fabulous and successful year. We wish the LOSA Committee every success in their endeavours in 2020.

Thank you,  
**Olivia Mittiga ('13)** President  
**Peta Spyrou ('11)** Vice President

## Loreto Parents and Friends



**Loreto College has been well known over many years for having a strong sense of Community.**

The Parents and Friends of Loreto prides itself on creating opportunities for families to meet and develop relationships, whilst supporting the social and academic journeys of our girls.

Working closely with the College Principal and Leadership Team, together with the College Board, Parents and Friends of Loreto represents the entire Parent Community. Our objective is to provide opportunities to strengthen relationships, enhance community spirit and fundraise for resources to benefit all our girls across the College.

Due to the dedication and hard work of our Committee Members, the Members of the Event Sub-Committees, the various volunteers, the generous contributions from members of our community, and those who attended events, we were able to contribute approximately \$100,000 to College developments.

A portion of the Parents and Friends fundraising is contributed to the Writer, Scientist, and Artist in Residence Programmes, which provide Loreto students with the opportunity to work with specialists on specific educational projects.

It has been a long-standing tradition of Loreto College that the Parents and Friends fully fund the Year 12 Graduation Dinner for all Parents and Students to attend. In 2019, the Year 12 Students and their Parents, enjoyed a beautifully themed dinner. We appreciate the hard work of the Graduation Dinner Committee, and the Year 11 Parents and Students who worked tirelessly on the night to create a wonderful evening, providing beautiful memories for our graduating Year 12 Students and their families.

Early in the year, we welcomed new parents to the Loreto Community on the first day of school with a morning tea, and in the week following, the Parents and Friends and College, jointly hosted a Welcome Drinks Evening for the entire Parent Community. It was an enjoyable evening and a wonderful opportunity for new Parents to meet current parents in the relaxed and beautiful surrounds of our heritage rose garden.

The Loreto College Autumn Fair was held in March and was well attended by families and friends. A great time was had by all, with plenty of on-stage entertainment, rides, food stalls, a silent auction, and various pop-up stalls selling their wares.

The 5th Annual Loreto Ladies Luncheon was held in August, and was again, a great success. The Ladies were entertained by Old Scholar and International Couture Designer, Cristina Tridente as she was interviewed by the delightful Amelia Mulcahy, Channel Seven Weather Presenter and also a Loreto Old Scholar. It was wonderful to see Loreto Staff, past and current Parents, and Old Scholars, enjoying an afternoon of fine food, wine and great company.

The Loreto springArt show held in September, proved once again to be a great success, with brilliant art pieces showcasing some of South Australia's finest Artists. Our Curator, Abra Remphrey and Convenor, Noeleen Curran, worked tirelessly with an extremely skilled Committee to create an event which did our College proud yet again.

Our Movie Fundraising Event featured the viewing of 'Ride Like a Girl', which told the story of Loreto Ballarat Old Scholar, Michelle Payne, as she became the first female Jockey to win the Melbourne Cup. There was not a dry eye at the Regal Theatre as we all watched a truly inspirational story unfold.

We would like to take this opportunity to thank the Parents





and Friends Executive and Committee Members. Your commitment and hard work is much appreciated. In particular, we would like to thank and acknowledge Luisa Benuzzi who is stepping down from the Parents & Friends after many years of service. Luisa has contributed a lot of time and effort into the P&F fundraising, initiatives and catering over the years and we thank her greatly. In addition, we acknowledge all of those involved in Sub-Committees, such as the Autumn Fair, springART, and the Graduation Dinner. We also thank the Parents and their families who volunteer at various events throughout the year.

In addition, we would like to thank both the current Parent Community and past Parents for their generous support of time and donations.

We look forward to working with the Community again in 2020 and to continue our success financially, whilst ensuring that our community spirit is positive. We look forward to warmly welcoming new families to our College, and ensuring that their time at Loreto, and that of their daughter, is happy and enjoyable.

**Charmaine Binns & Tanya Smith**  
Co-Presidents, Parents and Friends



## Your Support

**It is through the generous donations of our extended community that we provide our girls with every opportunity for success, to become strong, passionate and confident girls and young women, today, tomorrow and into the future.**

The ongoing development of Loreto's facilities and educational and co-curricular programs has been made possible, to a large degree, by annual giving.

There are many ways to give to Loreto Marryatville. Gifts of any size are valued and have lasting benefits. We ask that you share our vision of ensuring Loreto College is a school that defines itself by best practice, and is a school of choice both now and into the future by giving to our 2020 Annual Giving Appeal.

### How much can I give?

All donations are tax deductible and do not have to be a large amount.

### How will my gift be spent?

Your gift will be spent on the area that you choose.

### The Foundation's tax deductible funds are:

- The Scholarship Fund
- The Building Fund
- The Sustainability Fund

### Online Giving

To donate online please visit [www.loreto.sa.edu.au/giving](http://www.loreto.sa.edu.au/giving)

Your donation will be tax deductible and a confirmation email will be sent upon your purchase.

# Moving Forward: Strategic Directions for 2020-2023

**Our directions for the College are driven by our Strategic Plan 2020-2023.**

As a school we are constantly challenging ourselves to be the best that we can be for our students. Each year we outline key strategies in order to meet our objectives. We encourage you to read our full Strategic Plan 2020-2023 which can be found on our website at [www.loreto.sa.edu.au/strategic-plan](http://www.loreto.sa.edu.au/strategic-plan)



## The two main objectives of this plan are:

### To be a future looking school, which:

- Honours the past, builds from the present, and drives towards an ideal future
- Has clear values and beliefs
- Has a positive culture amongst staff, students and parents
- Has a stimulating learning and physical environment
- Is self-reflexive
- Is focused on discovery and renewal
- Embraces changing contexts in order to grow and develop
- Is a leader of best educational practice and uses this to develop others.

### To be a school of choice and excellence, which:

- Provides structures and practices to ensure all students flourish
- Sets clear targets and has high standards and expectations
- Researches and undertakes rigorous processes that lead to best practice
- Uses data and evidence to set a path for improvement
- Invests in developing staff through strategic professional development
- Embraces all partners within its community
- Has facilities and infrastructure that support educational objectives
- Has clear and effective governance.







## Junior Library and Senior School Information Resource Centre

The Junior and Senior School Library developments have the purpose of creating flexible and beautiful learning spaces for students in order to inspire and facilitate their love and joy of reading, investigative study and learning.

The main focus of the Junior School Library is to create designated learning hubs within the Library where students can engage in different types of activities.

A connection to the nature playground is made by the addition of a large internal tree, creating a magical space where individual and class groups of students can be inspired to enjoy reading and learning. A new opening creates a link between the Library and the Technology Lab, thus facilitating connection between different types of learning.

The current Senior School Library will be developed into an extensive Information Resource Centre, and include study areas, a breakout Information Resource Centre classroom, St Clare's Learning Centre, a Tinker Lab, and Lecture Theatre. The central area will be divided into different learning hubs for both individual and collaborative study, with a mixture of formal and soft seating areas. Students will be able to engage in a range of activities in the different learning areas which are designed to facilitate different learning needs.

## Data Analytics

One of the most powerful strategies that teachers can use to improve student learning outcomes is the analysis of student performance data. As a school we are constantly assessing how we can improve the ways that teachers and students use data in order to set strategies and goals for improvement.

In 2020, Loreto College will implement a program called the Learning Analytics Suite. This program will allow the creation of a data dashboard for every student and class in the College, thus providing our teachers with easy access to data that will then assist them in knowing and supporting individual student learning needs. In addition to this, students will also be able to review longitudinal performance data, including report results, in order to set goals and strategies for improvement, thus empowering our girls to establish a growth mindset and take charge of their learning journey and outcomes.

The Learning Analytics Suite is a comprehensive data analysis solution which draws data directly from existing data sources. It aggregates, analyses and displays data in real-time allowing school leaders and teachers access to student and school data when and where they need it. The program allows for the clear and powerful analysis of student, cohort and school performance data which will assist with decision making at all levels, inform pedagogical change, and highlight students for learning support and enrichment.

### Benefits of this program include:

- Providing a clear and interactive user interface which allows teachers, students, and parents to access, compare and analyse data related to academic performance, subject performance, student behaviour, and attendance.
- A variety of tools and reports to pinpoint individual students, cohorts and subjects.
- The ability to store, display and analyse academic results from other external sources (including NAPLAN, ICAS, and ACER) and compare these to internal school results, thus providing a more accurate and triangulated picture of academic performance.
- The ability for educational data to be used effectively to underpin College strategic planning and the professional development of teachers.
- Insight into student and school performance and the ability to track students' academic performance over time and across the Junior and Senior Schools.
- The easy identification of students for additional support, enrichment, and recognition.
- The ability for students to gain a greater understanding of their educational needs by reviewing their academic performance over time and then subsequently setting goals and strategies for growth, thus helping them become autonomous and self-regulated learners.

# A Tribute to Margo Pitman

(1934 – 2019)



*“It is the supreme art of the teacher to awaken joy in creative expression and knowledge,” (Pasadena College, 1931) and this was truly Margo’s gift.*

## Margo Pitman was a really remarkable woman.

When I began teaching at Loreto in the 1980s, one of the great mentors I found was the inspirational Margo. She was an outstanding teacher and an excellent role model for any young person learning their craft. Intent on getting the best from each student, she worked tirelessly to produce some of the most extraordinary performances in plays that few people would have imagined teenage schoolgirls could successfully stage.

An Old Scholar of Loreto, Margo once told me that as a Boarder she had slept on the Acacias balcony with a canvas blind to protect her from the weather. Her respect for the sisters who had taught her was enormous and they had instilled in her a life-long love of learning. Deeply committed to Loreto, Margo sent her four daughters to Loreto and came to work at the College herself.

Margo had a great intellect and I remember clearly some of the stimulating chats we had over lunch; one particularly memorable one being over the book she was reading about great scientists and their thoughts on God. We talked about Einstein’s belief in a creator God but were saddened by his inability to accept a personal God

with whom humans could have a relationship. Not your usual lunchtime chat! Margo was always kind and encouraging to the younger staff, and over the years I came to see her as a friend.

She read widely and enthusiastically. Margo had begun her working life at Loreto helping in the Library, which must have given her great scope to pursue this important pursuit. She was made a Drama Teacher after successfully directing the school play. Margo went on to produce a succession of brilliant plays. I well remember The Royal Hunt of the Sun which was extraordinary, with stunning acting and amazing sets. Margo’s lighting designs and sound effects added to the professionalism of the performances. She gave the school memorable productions of As You Like It, The Tempest and The Servant of Two Masters. Margo was also famed for her musicals, two of the more outstanding and ambitious ones being Godspell and Camelot. She was ably assisted in these by Fiona McAuley, David Hall and other staff.

In these plays, Margo inspired her students to achieve great heights. I took a friend to see King O’Malley who said after the performance: “I was a bit worried about how believable teenage girls were going to be playing all those male parts,

but soon I had forgotten they were girls and was swept up in the drama of the clashing personalities of the play.” Margo was not afraid to tackle magnificent but difficult plays and believed strongly in presenting students with great plays with thought-provoking themes. Peter Goers reviewed Waiting for Godot: “Waiting for Godot is inspired. Pitman has found the rhythms, the pathos and the knockabout.” (1989)

As a fellow staff member, Margo’s presence in the staff room around festival time was really stimulating. Margo would attend and review as many theatrical offerings as she could. It was her comments which encouraged me to attend Peter Brook’s Mahabharata in the Quarry and Mother Courage and her Children; both productions I will never forget.

Over her lifetime, Margo gave an enormous amount to Loreto College and inspired many of her students who have gone on to shine in their various careers. As Albert Einstein said: “It is the supreme art of the teacher to awaken joy in creative expression and knowledge,” (Pasadena College, 1931) and this was truly Margo’s gift.

**Written by Pam Cramond**  
**Teacher, Loreto College**



# Notices

## Deaths

**John Bennett**, father of Julie Flower (nee Bennett, 1971) and Grandfather of Katie Flower who attended Loreto in Sydney.

**Bernardo Lancione**, aged 86 passed away on 31 March 2019, father of Fiorella Donnelly (nee Lancione, 1983) and grandfather of Kate Donnelly (2013), Georgia Donnelly (2016) and Ella Donnelly (current student).

## Births

**Emma Harrington** (nee Altschwager, 2005) and husband Ben welcomed daughter, Lucy Jane, on 24 July 2019. ▼



**Naomi Lilley** (nee Musolino, 1997) welcomed a son, George Eugene Emerson Lilley, on 6 May 2019. ▼



**Kelly Manera** (nee Pozzebon, 1995) and Adrian Pozzebon, welcomed a son, Andre Luigi on 22 September 2019.

**Erin Kite** (2000) & Christos Marantos, welcomed daughter, Alyssa Sandra Marantos, on 1 July 2019.

**Laura Stark** (2004), daughter of Julie Stark (1972), and Girish Rao, welcomed daughter, Ruby Surya Helena Rao, on 17 January 2019.

**Lisa Daley** (nee Biggar, 2000) welcomed daughter, Adelaide Sophie Daley, on 1 November 2019. ▼



**Sarah Ginges** (nee McMillan, 2005) and Joel Ginges, welcomed a son, Maximilian Hendry Ginges, on 3 July 2019, Grandson of Maura and James McMillan (Old Scholar) and Great-grandson of Pauline McMillan (née Hakendorf, 1947). ▼



## Engagements

**Brittany Jane Sheene** (2011) to William Arthur John

## Marriages

**Alison Kelly** (nee Dinham, 2006) to James Kelly, 9 November 2019 in Jamestown. **From left to right:** Liz Bishop (nee Dinham, 2004), Alison Kelly (nee Dinham, 2006), Catherine Bayliss (nee Dinham, 1998), and Julia Paterson (nee Dinham, 2002). ▼



**Victoria McKeown** (nee Jaworskyj, 1997) to Jonathan McKeown, 11 October 2019 at Loreto Mandeville Hall, Toorak. ▼



**Emily Brown** (2005) to Michael Davies on 23 November 2019 at Beaumont House. ▼



**Isabella Portolesi** (nee De Stefano, 2011) to Gabriel Portolesi on 14 December 2019 at St Patrick's Church. ▼



# Loreto Old Scholar

## Where are they Now?

**A Loreto education is a formidable tool. One that crafts distinguished, proactive and knowledgeable women and men worldwide.**

Loreto Marryatville past pupil, Andrea Ingham, is one such example. With a raft of achievements under her belt, including Sales Executive of the year – CEO Magazine (2017), No.1 most read industry profile – Ad News (2016), Sales Winner – B&T Women in Media award (2014), and Founder of Senior Women in Media and Marketing (SWIMM), it comes as no surprise that Andrea has landed on her feet as Vice President of Business Partnerships at BuzzFeed Australia.

Andrea, who continues to be involved in the Loreto Network, shares her inspiring career story: After graduating from Loreto Marryatville in 1989, I had no idea what I wanted to do with my life. I started applying for work experience at a few advertising agencies which sounded interesting and fun – think 1980s Mad Men. One of the agencies offered me a job on reception which I graciously accepted. I was earning roughly \$17.5K a year, which back then, seemed like a lot to someone fresh out of school.

I moved quickly from reception to account management, and then into the media buying department. I developed strong relationships working closely alongside media sales teams within media companies who felt like ‘my kind of people’.

Although this was the path I felt I was destined to persevere, a quarter life crisis at the age of 25 saw that dismantle very quickly. I decided that I didn't want to work in media buying anymore and wanted to

pursue a career in media sales instead. I was very lucky to be hired by Digital Media Group (DMG) in a role at FIVEaa, Adelaide's commercial talkback radio station.

Not long after this, DMG successfully bid for and bought the rights to a new radio license in Sydney where I was part of the inaugural Nova radio team. Over the next 15 years I worked in various sales leadership roles at 2UE, Nine Network and Southern Cross Austereo.

I made the move into the exciting and crazy world of global digital companies in 2015, heading up sales for Spotify Australia & New Zealand, at a time when most people didn't use or understand music streaming and were still buying songs via iTunes. It was a big culture shock going from a corner office and personal assistant to open plan, flat structure and a MacBook on my desk – yikes!

After three years at Spotify, I moved to BuzzFeed Australia, the world's largest digital publisher, where I have been for the past 12 months as the Vice President of Business Partnerships. It has been mind-blowing having an insight into and being part of this incredible fast-growing global phenomena.

Although a busy career woman, I am also a mother to two beautiful children – Hunter who is 12 and Isadora who is 10. My husband Greg and I celebrated our 20th wedding anniversary in March.

I look forward to walking through the College grounds again and reflecting back on where it all began.

**Andrea Ingham**  
**Old Scholar**

*“Have a plan and  
be the captain  
of your own ship”*



### About

Author: Andrea Ingham  
Vice President of Business Partnerships, BuzzFeed Australia & Loreto College Marryatville Past Pupil

Andrea Ingham graduated from Loreto Marryatville in 1989. Her achievements to date include:

- CEO Magazine – Sales Executive of the year (2017)
- Ad News – No.1 most read industry profile (2016)
- B&T Women in Media awards – Winner, Sales (2014)
- Founder SWIMM – Senior Women in Media and Marketing, connecting and supporting women in the industry via events and mentoring







**LORETO  
COLLEGE**

Marryatville, South Australia

316 Portrush Road  
Marryatville 5068  
South Australia

Tel: +61 8 8334 4200  
[info@loreto.sa.edu.au](mailto:info@loreto.sa.edu.au)

**[www.loreto.sa.edu.au](http://www.loreto.sa.edu.au)**

**A Catholic day and boarding  
school for girls from Early  
Learning to Year 12**

**Established 1905**

CRICOS No. 00629G

WE WELCOME EXPRESSIONS  
OF GRATITUDE:  
[gratitude@loreto.sa.edu.au](mailto:gratitude@loreto.sa.edu.au)