

ANNUAL REPORT

LORETO EDUCATION TRUST

MARCH 2019





The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The second part of the paper describes the methodology used in the study, including the data collection and analysis techniques. The third part of the paper presents the results of the study, and the fourth part discusses the conclusions and implications of the findings.

The research was conducted using a quantitative approach, and the data was collected from a sample of participants. The results of the study show that there is a significant relationship between the variables being studied. The findings have important implications for the field of research, and they provide valuable insights into the topic.

In conclusion, the study has shown that the research objectives have been achieved, and the findings are consistent with the hypotheses. The results of the study have important implications for the field of research, and they provide valuable insights into the topic.



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Welcome to the Annual Report 2019

This report describes the work and achievements of the Loreto Education Trust over the past year. It represents another chapter in the story of the Loreto education mission. This mission is a combination of vision, values, energy, imagination and a collaborative spirit that mobilises a wide community of people in support of a project of human flourishing.

Through the Education Centre, the Trust provides a resource and support to school communities which are united by this shared mission. We see education as a holistic project for human development and social progress. It understands this as a collaboration between teachers and students, parents and communities. The philosophy of education developed by Mary Ward seeks to realise the Christian vision of a person fully alive, living in right relationship with God and neighbour, ready to face all the challenges that life may present. It is a philosophy that remains wholly relevant in the Ireland of today.

Too often, education is seen as a service like a public utility, to be consumed and managed.

The Loreto tradition, inspired by a Christian vision, is in tension with some of the social forces that produce such a prosaic and impoverished model of education. Just as the educational process in our schools seeks to develop resilience and confidence in our students, so the Trust seeks to strengthen our school communities to be centres of reflection and challenge, as well as learning.

We are truly fortunate that the team of dedicated people based in the Education Centre are so well equipped to provide that support and leadership. We are equally fortunate that across the network of Loreto schools we have inspiring school leaders, dedicated teachers, committed boards, supportive parents and, above all, talented, enthusiastic and hopeful young people who together create the distinctive Loreto spirit.

In thanking the staff of the Centre for their vision, energy and professionalism, and the members of the Trust Board for their generous service during the year, I salute all of the Loreto family who make our vision and ethos a living reality.

Mr. Dermot McCarthy

Chairperson

Loreto Education Trust



Introduction

***'Education is the most powerful weapon
which you can use to change the world'***

These words of Nelson Mandela reflect a core element of both the Kolkata Guidelines and the new Compass document. Our school communities in Ireland, with over 21,853 students are 'endeavouring to be agents of change, keeping the focus on gospel values, embracing diversity, being aware of inequalities and oppression, owning and developing the charism of Mary Ward where truth, freedom, justice, sincerity and joy find expression'(Compass). We hope that through this annual report you will see how our schools are thriving and how we as a Trust are endeavouring to support the exceptional work being carried out by Boards of Management, School Principals and Management Teams, Teachers and all school personnel.

Response of Members to the 2018 Annual Report

The Annual General Meeting of the Loreto Education Trust was held on 12th March 2018. Sr. Carmel Swords IBVM responded to the report on behalf of the Members. She thanked the Directors and the Officers for their commitment to the Loreto enterprise of education – without whom the Trust would

not function. Mr. Eddie Fynes was thanked for his work as Chair of the Board. A warm welcome was extended to Mr. Dermot McCarthy who takes up the role of Chairperson. Members of Board of Management and teachers in our schools were thanked for their selfless dedication in the formation of students.



Sr. Carmel reminded the Directors of the ongoing discernment concerning the future of the Trust. Reference was made to the age profile of Sisters in the Province. A joint working group of members and directors continues to explore the feasibility of remaining as a single standalone Trust.

The members noted that the numbers attending the Middle Leaders programme was gratifying. They would welcome a statistical analysis of how the participants in this programme have progressed to leadership roles in their own or other schools.

The operational costs of the Loreto Education Centre are funded by the schools. An annual



evaluation by the schools of the service provided could be considered.

Loreto Rumbek has celebrated ten years of service to the people of South Sudan. The support for this work by the Irish Loreto schools is greatly appreciated.

Finally, Sr. Carmel invited all present to be open to the inspiration of the Holy Spirit and trust in the Lord to show us the way forward in this changing world of education.

Trust Board Directors

Two new directors were appointed to the Board in 2018. Ms. Eileen Salmon brings a wealth of educational experience to the role, having served as General Secretary of the Association of Community and Comprehensive Schools. Eileen replaces Sr. Marie Céline Clegg whose term of office was completed. In June 2018, Mr. Frank Moran resigned from the Board and was replaced by Ms. Bernadette Weir who is Financial Administrator for the Loreto Congregation and has vast experience in the area of finance and investments.

Officers

In May 2018, Ms. Tríona Barrett resigned as Education Development Officer and was

replaced by Ms. Caroline Clarke who took up the position in August 2018.

Caroline has extensive and wide ranging experience in Irish education including some years as CEO of the Spiritan Education Trust, a role which closely reflects the duties she now takes up. In addition to her experience as school Principal, she has also worked as Assistant National Coordinator on the Leadership Development for Schools programme of the Department of Education and Skills. She continues to be involved in this work and in the post-graduate educational leadership programmes in Trinity College and Maynooth University.



We warmly welcome Caroline into the Loreto family of education and extend good wishes to her in her new role.

The Management Team

The Management Team is the operational wing of the Trust Board. To date the Management Team has met on five occasions



since the last AGM. The work of the team is addressed in the reports of the Officers. The latter are accountable to the Trust Board.

leaving leaves a great void in the lives of so many people in Loreto Cavan. May she have eternal rest.

Schools

Before we begin the school reports, we remember with love and gratitude two valued colleagues lost during the course of the past year.

On November 5th, 2018, Ms. Nora Friel, Principal of Loreto Secondary School Letterkenny died, following a brave, but all-too-brief, battle with illness. As a pupil in Loreto Community School, Milford and as teacher and Deputy Principal in Loreto Secondary School, Letterkenny, Nora embodied the true Loreto spirit. Her dedication to the staff and students in the school was legendary. She was a true educator, believing in the potential of each student. She is remembered especially for her kindness and for her personal interest in each one. Ar dheis Dé go raibh sí.

Ms. Aideen Lawless had been a teacher in Loreto College Cavan for almost twenty years. She was loved by staff members and students alike. As a geography teacher, she was totally dedicated to the students in her care. A great role model for staff and students alike, her

Education Development Officer Report

In June 2018 I was appointed as Education Development Officer (EDO) for the Loreto Education Trust. Since late August, I have been working in the Education Centre alongside my colleagues and under the direction of the Loreto Trust Board.

For many years, I have kept Mary Ward's words and life story on my desk as a touchstone. Her writing was gifted to me by a Loreto sister over a decade ago and I have since found inspiration and wisdom in the Loreto charism. Today, I find meaningful fulfilment in my work with the Loreto schools.

The EDO report outlines some of the work that was carried out over the last six months.



Leadership in Loreto Schools

Increasingly, the education world requires leaders to be ethical, authentic and empathic, as well as professional and competent. It is, therefore, very important to support and develop leadership capacity at all levels so that our schools can continue to function to the highest standards.



The schools are blessed to have such talented and committed senior leaders who work incredibly hard to provide an environment where staff and students can engage in the core purpose of learning and teaching. While they are leading the schools effectively through the many and diverse Department of Education and Skills initiatives that have come on stream in recent years, they are also passionately and actively committed to the Loreto vision of education as expressed in Mary Ward's core values.

Their work is challenging, relentless and multifaceted but from my experience in meeting with them over the last six months, it

is their commitment to their students that motivates and inspires them. As schools grow in complexity and societal demands increase, there is an increasing need for multiple individuals to share leadership by working collaboratively with a focus on learning, teaching and positive student outcomes. Aligned to these are the challenges that face all schools nationally in the areas of social media, student wellbeing and meaningful inclusion.

The prevalent idea of academic leaders being open and accessible to others, showing care, empathy and compassion means that the leaders themselves, at all levels, need adequate support. The Education Centre aims to provide that support by facilitating professional development and building relationships of support and trust with school leaders.

The support and professional development programmes provided by the Education Centre are also central to the development of leadership capacity within the schools. The annual conferences are an opportunity for school leaders and teachers to assemble as communities of learners, to share best practice and network with other schools. It is also about strengthening the Loreto identity and offering a space to reflect on the good work that is taking place.



“A good school for me is a place where everyone is teaching and everyone is learning simultaneously, under one roof”.

Barth 1990.

Conferences

Post Primary Principals' Conference

The first conference of the year took place in September when the Post Primary Principals met in Wexford to engage in some CPD and share best practice. It is also a much needed opportunity to build connections, reflect on their experiences and support each other through engaging in professional conversations and friendship.

The themes of the conference were Leading Special Education under the new allocation model (Billy Redmond National Council for Special Education), Coaching - a key leadership skill (Carmel Lillis) and The Legislative Authority of the Principal (David Ruddy Irish Primary Principals' Network President and BL). All presentations were excellent and offered the group many ideas and strategies in the areas concerned. We also had a wonderfully, thought provoking address from Maria Jansson, The Very Reverend Dean of Waterford, who challenged our concept of inclusion and diversity in a Faith context.

It was my first Principals' conference as Education Officer and it provided me with the opportunity to meet with the Principals, set out my vision for the role and begin the essential task of building relationships of trust, support and collegiality with them, both individually and collectively. New to the community of Principals were Mary Ellen Murphy (Loreto College, Crumlin) and Órla Forde (Loreto Secondary School, Fermoy). Congratulations to Mary Ellen and Órla on their appointment as Principal and we wish them every success and fulfilment in leading their school communities.



We also paid tribute to Blathnaidh Colhoun on her retirement as Principal of Loreto College, Crumlin. As many of you know, Blathnaidh was also Education Development Officer for four years. We wish Blathnaidh every happiness in her retirement and thank her for the wonderful work she did on behalf of Loreto Education but particularly as a school leader in Crumlin.



Sr. Gerardine Mullen (Acting Principal, Loreto Secondary School Letterkenny) also joined us at the conference, as the Principal, the late Nora Friel, was on leave at that time. As Nora could not join us, we took some photos of the group at dinner and sent them to Nora to let her know that we were missing her warm company.

In the months that followed, the Loreto Principals and the wider Loreto community embraced Letterkenny to support the school community through the very sad loss of Nora Friel, their beloved Principal. May her gentle soul rest in peace and may her educational legacy live long in the hearts and minds of those she touched as a teacher and leader.

Primary Schools' Conference

This year the Annual Primary Schools' Conference took place at the end of February. Along with the Principals and Deputies each school also nominated a middle leader to attend so we had quite a large group of primary colleagues from the Loreto Network.

The speakers this year were Carmel Lillis on Leadership Coaching (Professional Development Service for Teachers) and Enda McGorman (Principal) on Developing Middle Leadership in Primary Schools.

Also on the agenda was the exploration of the COMPASS document, an input from Paul Knox (National Council for Curriculum and Assessment) and Clare Mulvaney on Student Retreats at primary Level.

Congratulations to Ms. Fiona McKenna on her appointment as Principal of Loreto Primary School, Dalkey. We wish her many happy years of success and fulfilment in her role. This year we acknowledge and thank those who have retired from the Primary community, Angela Corkery (Loreto Primary School, Dalkey), Anne Fitzpatrick (St. Anne's, Loreto Primary School, Navan), Jennifer Edwards (Loreto Primary School, Dalkey) and Maebh Ni Chiaruain (Loreto Primary School, Grange Road, Rathfarnham). We wish them all happiness in their retirement and thank them for their immense contribution.

I will be visiting the Primary Schools over the coming months and look forward to meeting the students and staff. I met the Primary Student Councils at the Student Council Conference. There was an excellent session with them on the topic of their school mission statement. They are so well informed and active in making their school a better place. The student voice is clear and articulate at Primary level!



Deputy Principals' Conference

This year, the Deputy Principals' gathered as a Loreto leadership community rather than as part of a much larger group, which heretofore involved three other Trusts.

As some of the schools have benefited from the enhanced allocation of additional Deputy Principals, it is very important that they get the opportunity to build relationships with each other, share good practice and feel that they are supported by an educational community that includes the Education Centre. It was a fruitful and enriching time together as they discussed challenges, shared resources and planned collaborative meetings to address needs. One such outcome was a GDPR in service that took place in Loreto Secondary School, Balbriggan, organised by the Deputy Principals which was attended by a representative from many of the schools. Another valuable training session was given by the National Council for Special Education (NCSE) hosted by the Deputy Principals in Cavan which was attended by Deputy Principals from other Loreto schools.

As we grow as an educational community, one of our objectives would be to meet the tsunami of change initiatives together, availing of the collective wisdom and resources which are available to us within the Loreto network.

New to the Deputy Principal community this year was Ms. Sarah Rice (Loreto Secondary School, Clonmel), Mr. Matthew Whelan (Loreto College, Crumlin), Mr. Trevor Franks (Loreto Secondary School, Fermoy), Ms. Shiobaun McGee (Acting Deputy Principal, Loreto Secondary School Letterkenny), Mr. Noel Scott (Loreto Community School, Milford) and Ms. Olivia Callaghan (Acting Deputy Principal, Loreto College, Mullingar).



I have met most of the new Deputy Principals on my school visits and they have certainly settled in quickly and are already making a significant contribution to the schools. Over the months ahead, I will continue to work with senior managers through engaging in professional conversations about team building and leadership. Congratulations to all on your appointments and every best wish for the future.

Chairpersons' Conference



This year the Education Centre organised the first Chairpersons' Conference for Post Primary School Chairs. The Chairs fulfil a very important role in managing the Board of Management on behalf of the Trustees and in supporting the Principal in his/her work.

The Chair's role has become increasing more onerous due to the responsibilities that the Board of Management have under the Education Act and additional legislative changes that have been introduced recently. It requires a person who is willing to commit their time and energy to the school for a period of three years. We are indebted to the Chairs for their essential contribution to the schools and for the loyalty they have shown to Loreto education and ethos.



We are fortunate that our Chairs have a wealth of experience and expertise which they bring willingly to the role. Some are former Principals and educators, others are from the worlds of industry, business, law and commerce, to name just a few.

The conference format was designed to benefit from this wide expertise. Workshops were facilitated by current Chairs and Officers on topics such as-

- The Relationship between the Board of Management and the Trust Body
- Leading the Board of Management through a Whole School Evaluation – Management Leadership and Learning
- The Board of Management as Employer
- The Board of Management Child Protection Responsibilities
- The Relationship between the Chairperson and the Principal

Sr. Kathleen also led a fruitful discussion on the Compass ethos document.

The presentations, discussions and feedback were hugely engaging and informative.

At dinner the Chairs took some well deserved time to relax and enjoy some good company. The success of this year's conference will ensure that it will become a permanent feature on our annual calendar.



Sr. Ann is meeting with all the Boards of Management to thank them for their voluntary work and convey our gratitude and appreciation. We are genuinely indebted to the Board of Management volunteers and in particular, the Chairpersons for the tremendous work they do on behalf of Loreto schools.

every classroom. Michael Fullan rightly suggests “if a system is to be mobilised in the direction of sustainability, leadership at all levels must be the primary engine... to do this we need a system laced with leaders”.



Middle Leaders Course

With the restoration of the posts of responsibility and the introduction of the Leadership and Management strands in the revised ‘Looking At Our Schools’ document, the necessity to develop and train the middle leadership in our schools has become a priority.

Middle leaders play a crucial role by acting as “the gatekeepers of standards and innovation; they are the leaders closest to the classroom”. Middle leadership is most definitely the essential element to consistently delivering excellent lessons in

The capacity of the middle leaders in schools has, for some time, been recognised as a key contribution to effective schools and enhanced student outcomes. Investment in the training and development of teachers to lead aspects of school life, either in a post or voluntary capacity, will pay significant dividends in the future. Loreto have nearly 60 participants in two venues (Dublin and Cavan) attending the Middle Leaders course.

The 4 Trust Middle Leaders course is specifically designed to also address the challenges and opportunities of leading in a Faith context. One of the most interesting and engaging sessions this year was a discussion



on Catholic identity in a 21st Century educational landscape given by Krizan Vekic (Justice Education Coordinator, Irish Jesuit Education).



Participants have had presentations on Management and Leadership, Managing Educational Change, Digital Strategy and Action Research. John Doran also gave an excellent input on self care and wellbeing. A new development this year was the introduction of a Webinar on the

implementation of the leadership project and a recap on the course modules. Participants logged in from their homes to view a live presentation which was broadcast on line. The session was also interactive and participants were able to submit questions which were answered live.

The online engagement with participants was deemed a huge success and will give us options for future courses which may not require teachers or leaders to travel to venues to avail of CPD.

One of the course requirements is that participants are asked to complete a leadership project which includes, among the stated criteria, the requirement of leading others while ensuring that the ethos of their Trust underpins the rationale for the project.

Both myself and Sr. Kathleen planned the course with the other Trusts, attended the sessions, presented modules and had the opportunity to meet participants over dinner. A special mention must go to Eliza who took care of all hotel arrangements, communications and organised the technology supports required to provide the Webinar, which made a significant contribution to the success of the initiative.

New Teacher Induction

For many years the Education Centre has invited all newly appointed Loreto teachers to attend an induction morning in early September. It is an opportunity to welcome them to the Loreto family and to introduce them to the Loreto ethos. Sr. Kathleen gave the groups an insightful presentation into the life and work of Mary Ward.

Attendees were also introduced to Development Education and Child Protection Procedures, as well as reflecting on the qualities and attributes of an effective teacher.



We had two Induction sessions- one in the Clayton Hotel in Leopardstown where over 70 teachers attended and one in Loreto Secondary School, Kilkenny where 12 teachers attended. What was really interesting was the fact that over 50 attendees were Loreto past pupils. During the sessions, they spoke about their lived experience of Loreto values and the enduring impact that the Loreto sisters and staff had on their formation as teachers, educators, chaplains and counselors.

Student Council Conference

In October, our conference programme saw students across the Loreto schools network coming together at our Student Council Conference. The event was led by Ms. Sinéad Giblin (Loreto College, Foxrock) and Ms. Máirín O'Toole (formerly Loreto Secondary School, Bray) both of whom provided support and guidance in an informal learning environment for both students and teachers. The event is also an opportunity for students to share their experiences and, of course, meet with students from other schools. The event was extremely well attended and feedback has been very positive. Our thanks to Sinéad and Máirín for a very inspiring, uplifting and informative event.

Sport

Within the sporting environment, engagement across the schools network is



also encouraged.

In September 2018, following Ms. Elaine Dillon's (Loreto College, Crumlin) retirement from the role, Mr. Adam Douglas (Loreto Secondary School, Bray) was appointed as Loreto Network Sports Coordinator. I would like to acknowledge and thank Elaine who, in the five years prior to Adam's appointment, worked tirelessly to promote sport within Loreto Schools, developing a culture of participation and wellbeing in relation to sporting endeavours.

Adam's role includes maximising involvement of Loreto Post Primary Schools in a diversity of sporting activities and improving communication between sports personnel in all Loreto Post Primary Schools and I know that Adam, with his skills, commitment and enthusiasm will excel in this role.



Adam is most ably assisted by Mr. Stephen Cahill (Loreto Abbey Secondary School, Dalkey) who co-ordinates the Loreto Basketball and Ms. Joanne Brock (Loreto College, Foxrock) who co-ordinates Loreto Hockey. This year Adam also hopes to focus on a number of lesser known sports and encourage wider participation in sport across the schools.



Many thanks to Adam, Stephen and Joanne who undertake the co-ordination roles, in addition to their teaching duties.

We are grateful to all the schools who participate in the various initiatives mentioned and for their co-operation on hosting and facilitating the sporting and debating competitions.

School visits

One of my key activities since being appointed is to visit all schools over the course of the academic year. The purpose of the visit is to meet with senior management, staff and students to gain an insight into the good work being carried out in the school. This includes teaching and learning, leadership development, well-being, ethos and the extra curricular programmes. It is also an opportunity for the school personnel to share information with the Education Centre. It is a time when I can also, on behalf of the Loreto Education Trust, acknowledge and thank staff for their good work.

On my visits I have met with post holders, Chaplains, Development Education Coordinators, Counsellors, teachers, SNAs and the senior management teams. All those I met with are hugely invested in their schools and work tirelessly to provide an education that is underpinned by high expectations and a strong commitment to pastoral care.

In every school the conversation inevitably turned to the pressures that schools are under due to the large volume of initiatives that have taken place in the last five years.

These initiatives are in addition to the fact that education has seen the largest curricular



change in over 50 years with the introduction of the new Junior Certificate Profile of Achievement.

Time is our most precious resource in schools and we are increasingly under pressure to find the time to carry out the work that needs to be done to maintain high standards in the classroom and also offer a quality educational experience for students.

We do hope that the Department of Education and Skills is listening attentively to the representative voices for teachers and management as they attempt to make the case for a period of pause in order to embed the various initiatives, before more demands are made on schools. Schools, like other organisations have a limited capacity for stress and overload. Going beyond this capacity can bring about structural fractures both in terms of our human resources and the systems that sustain the engine of the school.

Yet, educators are largely a resilient group, motivated for the most part by the intrinsic desire to 'make a difference' to students and to reach self efficacy as educators and leaders. However, we should never take this generosity of spirit for granted or assume that they have the endless personal resources to keep the many wheels in motion.

Staff, middle leaders and senior leaders deserve our gratitude and acknowledgement for the work they do above and beyond the

job profile. It is this extra effort- the comforting word, the encouragement at the sideline or the prompt from the stage curtain that makes education a life changing experience for our students.

The extra curricular programmes offered in all schools are impressive and provide talent building and character forming experiences for students. One only has to follow the Twitter content for a few days to see how much Loreto schools compete on a national and international stage. On an ethos level, Mary Ward week is a real celebration of an inspired founder and her values of joy and justice have become closely linked to wellbeing and inclusion in many schools.

The schools' achievements are too numerous to mention but the memories made in these endeavours will last a life time!

We are indebted to management and staff for their dedication and the time given in the pursuit of the extra curricular and pastoral life in the schools.

Loreto Students

On every school visit I met with the Head girl/Deputy Head girl(s), Student Council Representatives, Green School Committee Members, Ember Team Members, Sports Prefects, JPIC (Justice Peace and Integrity of



Creation) groups, to name but a few. These meetings were the highlight of my visits and were, without exception, inspiring and positive.

What is noteworthy in every Loreto school is the genuine commitment, passion and energy the students have in relation to their school. The common themes that have emerged in my meetings with this wide and diverse body of students leaders, is that they care about each other, their environment, social justice and wellbeing. They are incredibly proud of their Loreto identity and see Mary Ward's legacy as one of the foundations of their leadership. The relationship between the Loreto education experience and the values that students hold close is clear.

Some spoke about the influence their Loreto education had on them in terms of the opportunities they were given to grow and develop. Others spoke of the importance of being part of the wider Loreto family, both at home and abroad. Many students referenced Sr. Orla Treacy and the school in Rumbek as an inspiration for them. They were openly grateful for and appreciative of the experience of education that a Loreto school provides.

The deep awareness they had about social justice issues, the desire to make the world a more equal place, the understanding they had about each other's challenges and the role

they could play in transforming their small part of the world, was evident in every conversation.

What was heartening in relation to the Development Education agenda was the move away from the charitable model of financial support for those less advantaged, to a critical engagement with the reasons behind inequality, famine and poverty.



We, as an educational community need to encourage this move even further if we want to make that difference we all so desire.

Raising awareness of injustice and poverty is as important as raising funds to support the causes. It is appropriate at this point to acknowledge the work that our Development Education Coordinators, Shiobaun McGee (Loreto Secondary School, Letterkenny) and Elizabeth Hannon (Loreto Secondary School, Navan) do in organising the Development Education conferences and supporting schools with resources. We are very grateful to Irish Aid's WorldWide Global Schools who assist with funding for our Development Education programme within the Loreto Education Centre. Funding received for the 2018/19 academic year amounted to €18,000.



We had our first of two conferences in October which gave teachers the chance to hear from speakers from WorldWise Global Schools (Lizzy Noone), Trocaire (Stephen Farley) and a number of NGOs. It also gave them the forum to visit information stands from many of the major Development Education organisations.



On 26th March we will have the follow up conference which will include a display of students' project work. We are very grateful to Melissa, our Office Manager for the great support she gives the Development Education programme in terms of the application for World Wise Global Schools funding to organising the logistics of the conferences.

Students are provided with a forum to debate issues on Development Education and other topical issues through the Loreto Schools Debating Network. Ms Suzanne Lea (Loreto College, Foxrock) works most competently and passionately as our appointed Debates Coordinator. Suzanne works with the

schools, organising inter-school debating events and has also worked to put in place a panel of adjudicators that can be called upon throughout the academic year. Many thanks to Suzanne for all that she does, which again is in addition to her teaching role.

In line with the Loreto ethos, the students are responding to the needs of the time with conviction and confidence. As has been the case for generations of Loreto graduates, these young women and men will hopefully carry their Loreto values with them into life after school and make a positive mark on the world they encounter.

It was a privilege to meet the students and be in a position to affirm, acknowledge and thank them for their terrific contribution to their schools.

Moodle Opportunities

We continue to find new ways for the Loreto schools to interact with the Course Management System (CMS), Moodle. Going forward we anticipate Student Councils and Development Education students will communicate through this valuable resource. Files, information, videos, social media concepts can all be shared via the Moodle platform, in a safe and secure environment. A Well-being Forum has been created for all the Wellbeing Coordinators to



share their resources and ideas, and a means to contact each other.

Birthday Celebrations in Kilkenny and Dalkey

Congratulations to Loreto Secondary School Kilkenny on their 150th Birthday, a terrific year which opened with a beautiful liturgical celebration and which has been followed by many community events, like the wonderful Gala Concert and the Gala Staff Dinner.



Also, congratulations to Loreto Abbey Dalkey on their 175th birthday celebrations. They too had a beautiful liturgical celebration at the beginning of the school year. On the 20th March the students will perform in a Gala Concert in the National Concert Hall to mark this special occasion.



Thank you for inviting us to share in these memorable moments!

We wish all members of both school communities every blessing and continued success during this special year



Final Note from Education Development Officer

Over the last six months, I have settled in quickly to the Education Centre and feel very much at home, both in my role and with the Loreto ethos. This is mostly due to the kindness of the people in our network and the colleagues who share this Loreto education space.

Thank you to the Principals and Deputies for the warm and open welcome they have given me since September. My visits to the schools and the time with you at the conferences have been positive, enriching experiences. I am very grateful to the Trust Board who have been hugely supportive and affirming.



My time and conversations with the Board of Management Chairs has been central to my feeling of belonging. It has been significant that so many of them were colleagues before I joined the Loreto community.



Thank you, most especially, to my colleagues in the Education Centre who are a true blessing. We share a real sense of being a team who offer supports and advice to the schools. We share similar values around our work which enables us to engage with the school communities with a clear understanding of our message and our mission.

Melissa and Eliza are a joy to work with! Thank you for your hard work and dedication to the busy programme of events and conferences that have taken place since September.

Thank you to Sr. Ann and Sr. Kathleen for their empowerment of lay leadership and for so generously sharing their Loreto vision with

me. I appreciate your kindness and support over the last six months.

The door of the Education Centre is open and there will always be a welcome for you.

Faith Development Officer Report

A Mary Ward school today joyfully accepts responsibility for evolving and unfolding in our time the God-given charism that Mary Ward channeled in her time. We continue to interpret this charism, adapting what has been passed on to us, in creative and innovative ways congruent to the times.
(Mary Ward Schools Compass 2017)

The Dialogue of Faith and Life

In our schools, we continue to seek ways “congruous to the times” to honour our responsibility for living the charism of our Loreto ethos expressed in Mary Ward’s core values, and for passing it on to our school community: it is our particular graced way of living out the vision of Catholic education.

This year, as Mary Ward’s “company of friends,” we have shared times of light and darkness; we have prayed for and supported each other in times of bereavement and loss, and celebrated each other’s achievements.



The following account offers selected examples of our work in collaboration with the schools as we are guided by our Mary Ward Schools' Compass to build on “the foundation of our God-given charism” and “seek to invest in the holistic growth of our school community in a deeper understanding and living of the gospel.”

Conferences

In October, we held the Conference for Religious Education Teachers and Chaplains.

As with the previous year, the themes and subject matter for the day were guided by teacher evaluations and responses to the last conference as well as conversations and reflections from our central group of Religious Education teachers.

Forty-one participants attended the conference and the theme of the day, building on last year's theme of Bringing Faith to Life and Life to Faith, was Resourcing Religious Education. The conference began with prayer and reflection on the Mary Ward Schools' Compass and the subsequent topics were as follows:





Conference for Religious Education Teachers and Chaplains

Clayton Hotel, Leopardstown

Resourcing Religious Education

Programme for Wednesday 24th October 2018

9:00am	Registration and Coffee		Throughout the day: Sacred Space incorporating the themes of the Mary Ward Schools Compass and <i>Laudato Si</i> . Display of Books and Resources by Veritas, Columba Press and The Loyola Institute. Trinity College, Dublin.
9:30- 9:45am	Welcome, Opening Prayer and Reflection on the Mary Ward Schools Compass	Ann O Donoghue IBVM, Caroline Clarke Kathleen Fitzpatrick IBVM	
9:45am-10:30am	Religious Education in the New Junior Cycle	Edel Browne Kathleen Fitzpatrick	
10:30am	Agape Latte - Tea/Coffee Break		
10:50am-11:15am	Building on RE in the New Junior Cycle – Resources “congruous to the times.”	All	
11:15am-11:30am	Doing Theology in Interesting Times	Fainche Ryan Loyola Institute	
11:30-11:45am	New Resources for Religious Education Teachers and Chaplains	Emma Herlihy - Veritas Laura Ashcroft-Jones -Columba Press	
11:45-12noon	Reboot Moodle	Eliza Connolly	
12noon-1:30pm	Nutrition for the Soul – A Sharing of Resources	Pat Murphy	
1:30pm	Lunch		
2:15-3:00pm	Bearers of a Dangerous Memory: The Prophetic Legacy of Mary Ward	Elaine McDonald	
3:00pm	How to Thrive in a World that is Busy	John Doran	
3:45pm	Conclusion	Kathleen Fitzpatrick	



An important focus of the day was Religious Education in the New Junior Cycle as this new course will begin with first years next September. Building on last year's introduction to this new programme, we studied and discussed the relevant material, including the draft specification for Junior Cycle Religious Education (June 2018) about which we had made a submission to the National Council for Curriculum and Assessment (NCCA) in September. We examined the various strands and considered possible approaches to class planning and material.

Our Religion Departments were generally happy with the draft specification for Junior Cycle Religious Education. We welcomed language and terminology that would be more accessible to the students of all levels of learning and would like to see the coursework giving students scope to show also the content they have learned rather than an eclipsing focus on key skills.

We were delighted with the opportunities afforded to teachers and students to be more creative with the broad scope of the specification and thus, incorporate aspects of Religious Education which are particularly valued by and of relevance to their school context and ethos. With this in mind, we considered other resources for areas such as the liturgical year and scripture which would support teachers in this regard.



We appreciated the focus on dialogue, diversity and the attention to reflection and our conversation raised questions regarding how we enable our students to truly reflect at a deeper level. Our Mary Ward Ignatian tradition of reflection and discernment with age-appropriate practice offers an invaluable means for teachers and students to engage reflectively in the classroom and beyond.

The draft specification for Junior Cycle Religious Education is inclusive of students from faith perspectives and other world views and provides a comprehensive study for our students who live in an increasingly pluralistic world. It underlines the importance of Religious Education in schools which has a significant contribution to make to the curriculum in "providing opportunities for students to encounter and engage with the variety of religious beliefs and other interpretations of life, found in Ireland and elsewhere."

In the context of input on our Mary Ward Schools' Compass, we included a lecture on Mary Ward's "dangerous memory" and the



inspiration of her vision for contemporary times. We were also delighted to invite Fainche Ryan from the Loyola Institute, Trinity College who spoke of “doing theology in interesting” and most challenging times.

Our focus on resources this year was further served by three presentations including very informative input by representatives of Veritas and Columba Books who brought us up to date with current relevant material. This survey of resources also involved a practical and creative exploration of contrasting teaching methodologies to employ with our students.

Bearing in mind our attention to wellbeing in our schools, the final talk of the day “How to thrive in a world that is busy” was welcomed by all.

The responses to and formal evaluations of the Conference pointed to the enjoyable and beneficial nature of the day; participants were also requested to name other subject areas they would like addressed at the next conference.

Loreto Network Day

The Loreto Network Day took place in November and was attended by the wider Loreto community who serve the schools in a variety of roles. It marked the launch of the Mary Ward Schools’ Compass and the themes

of this document “Rooted - Responsive - Relevant” permeated the programme of the day.

In our opening ritual, “On the Journey,” we prayed for God’s blessing as we reflected on the next phase of our journey in Loreto education in the 21st Century. We thanked God for all we have been given to guide us along the way including the Mary Ward Schools’ Compass, our latest document on education, which came into being in June 2017 at the International Education Conference in Pretoria, South Africa. Through prayer, ritual movement and music, led by our students and teachers, we reflected on the Compass which radiates the values we cherish as it continues to take “its bearings from Jesus, his gospel, and our charism, to be guided by our JUST SOUL traditional values of Justice, Truth, Sincerity, Freedom, and Joy.”

A compass, an instrument for navigation and orientation, was placed in the sacred space for the opening ritual to symbolise the nature of this document which will guide our schools into the next phase of our journey. It is our inspiring mandate, “rooted” in tradition and simultaneously “responsive” and “relevant” to our 21st century.

We were fortunate to have such inspirational and engaging presentations by our invited speakers at the Network Day as has been noted earlier in this account. The day was further enriched by the participation of so



many students and teachers from our schools, - Bunscoil Loreto, Gorey, Loreto Senior Primary, Crumlin, Loreto College, Crumlin, Loreto Primary School, Grange Road, Loreto Secondary School, Bray and Loreto Secondary School, Balbriggan, - who greatly enhanced the day with beautiful music and prayer reflections. A further expression of student presence was in the stunning array of visual art from primary and secondary schools depicting selected themes from the Mary Ward Schools' Compass document. These served as artistic reminders of why we are here in our various roles and responsibilities for Loreto education in the first place.

Conference for Chaplaincy and Pastoral Care

The Conference for Chaplaincy and Pastoral Care was introduced this year as a result of conversations with our teachers, and with other school Trusts, regarding what further events would support Religious Education Departments and those in pastoral care. This was a joint conference organised by the Spiritan and Loreto Education Trusts and was held in An Tobar, Ardbracon, Co Meath.

The theme of the day centered on both the privilege and challenge of being in a pastoral role in Catholic schools today. The day comprised prayer, input, reflection and discussion and our invited speaker, theologian

Gerry O'Hanlon SJ gave a thought-provoking presentation on "Being a Catholic in Ireland today." Those who attended welcomed the opportunity to articulate concerns as well as to name the structures and traditions in their particular context which support care of faith and ethos in our schools with a view to strengthening such practices.

Reflection Day for Religious Education Teachers and Chaplains

A Mary Ward school today continues to take its bearings from Jesus, his gospel, and our charism, and to be guided by our JUST SOUL traditional values of Justice, Truth, Sincerity, Freedom, and Joy.

(Mary Ward Schools Compass 2017)

This year, the venue for our Reflection Day for Religious Education Teachers and Chaplains was the Loreto house of welcome, Anam Áras, Laytown, Co, Meath. This day was introduced last year in response to requests from Religious Education Departments. It is a retreat for teachers and chaplains who have responsibility for supporting faith in our schools, and it aims to similarly support them in their role by providing a space for prayer, well-being and reflection together.

Participants at such days appreciate that the time for reflection and attending to their own faith journey enriches their own capacity to support the faith life of their schools. We are



delighted that they find such days beneficial and these events also provide opportunities for us to thank them for their generosity, professionalism, care and empathy as they contribute to the dialogue of life and faith in our school communities.

Additional Conferences and Seminars

All gatherings, such as conferences and seminars, organised by the Loreto Education Centre seek to “create opportunities for all members of the Loreto community to build and share understandings of Loreto identity in practice in Loreto education,” and, in addition to the conferences mentioned above, it was a pleasure to attend the following events for Loreto schools:

1. Induction for newly appointed teachers in Loreto schools (Kilkenny)
2. Student Council Conference
3. Post Primary Principals’ Conference
4. Middle Leaders’ Course (in conjunction with the Le Chéile, Spiritan and Jesuit Trusts).
5. Conference for Deputy Principals
6. Loreto Chairpersons’ Conference

Such events provided excellent opportunities to further get to know our school communities and included inputs from a faith

and ethos perspective which centered on prayer reflections and presentations such as “Sharing our Gifts,” “Catholic Education in Contemporary Culture,” “Mary Ward and Loreto Ethos,” and “The Mary Ward Schools’ Compass.”

Similarly, attending the various celebrations and events in our schools last term gave insight into the rich extra-curricular life of the schools. School visits which offer a privileged opportunity to meet the school community are already planned for the second and third term.



Resources

Throughout the term, various resources have been prepared and sent to the schools. These include a Loreto Schools Retreats Book with the addresses of and information about Retreat Teams for schools.

Other materials made available to the schools this year via email, website and social media include those for liturgical seasons, prayer reflections, Laudato Si, Catholic Schools’ Week, Mary Ward and Teresa Ball. With reference to the latter resources, thanks are



due to Lucy O'Mordha and Sr. Moira Mac Manus who join me on the "Teresa Ball Committee." This year, schools were invited to include an introduction to Teresa Ball during Mary Ward Week 2019 and to design a selection of posters depicting chosen aspects of the life of this Dublin woman who founded the Loreto congregation and brought Mary Ward's vision of education to Ireland in 1821.

As 2021 will mark an important Loreto celebration of 200 years, we have also begun to plan for a Teresa Ball Portrait Project and a commissioned musical composition.

Music, Spirituality and Faith

The arts can be a powerful means of articulating, expressing and sharing one's faith. Many theologians such as Jeremy Begbie assert that as we live in a so-called aesthetic or artistic age, our care for faith, theology and spirituality must attend to their contemporary expressions in music, drama, visual art and other examples of creativity.

With this in mind, we have continued to design resources which explore this link. These range from academic studies of the relationship between theology and music, to expressions of spirituality in popular music, musical presentations of care for our world, to music and prayer. Resources prepared in this section include "Images of Jesus Christ in

Music," "Musical Portrayals of Mary," "Laudato Si and Music," "Spirituality and Popular Music."

Building on this relationship between faith and music, we are currently planning an input for music teachers which will have three elements: 1. Liturgical Music 2. Sharing our resources 3. The new composition referenced above.

In the "Faith seeking Understanding" series of lectures organised at the Loyola Institute in collaboration with four Education Trusts (Le Cheile, Jesuit, Spiritan and Loreto) for school personnel, we also include lectures on theological dimensions in visual art and music.

Science and Religion

In the dialogue of faith and life, probably the most provocative conversations take place between science and religion. This is a cutting-edge engagement in contemporary times and because of the fact that some notable theologians who are also scientists have entered the dialogue, a fascinating debate has emerged. Last year, we asked for volunteers from the schools who would be happy to be part of our Science and Religion group and we will develop this discourse next term in partnership with the Loyola Institute, Trinity College, Dublin.



Conclusion

Faith development in our schools takes place in the fabric of our structures and timetables, and how we relate to each other, as well as in our prayer, liturgies, our sense of “a faith that does justice” and Religious Education programmes. As I reflect on the variety of creative means which nourish faith in schools, I think of Gladys Ganiel’s research. She speaks of “new religious spaces” being created in contemporary Ireland “where people use various methods and strategies to keep their faith alive.”¹ These creative spaces are additional to the institutional church but not opposed to it. At a time of loss of trust in ecclesial structures, I would consider such spaces more vital than ever. Ganiel takes this further and states that this development “potentially holds the seeds for a wider religious, social and political transformation.”

A Mary Ward school today discerns what change is happening or needed, and encourages collaborative work to embrace change in order to take God’s purpose forward through education.

(Mary Ward Schools Compass 2017)

Finance Officer Report

For the year ended 31 August 2018 Loreto Education Trust generated an operating surplus of €50,000 compared to a surplus of €59,000 in the previous year. The reduction reflects some modest increases in costs.

The Trust again generated a positive year of investment returns with the investment portfolio increasing by €285,000 (5.0%) to €5.956m.

A combination of the investment return and the operating surplus meant that at 31 August 2018 Loreto Education Trust reserves had increased to €3.701m.

We continued during the financial year to position our investment portfolio conservatively but nonetheless achieved a positive return of 5%. In April 2019 the Audit and Investment Committee of the Board, which was established this year, will meet with the three firms who invest our funds to discuss how best we invest the Trust’s funds for the next five years.

Loreto Education Trust is budgeting for an operating deficit of €73,000 for the coming year. Licence fees will be maintained at unchanged levels while our costs are

¹ Gladys Ganiel, “Ireland as a Post-Catholic Religious Market? The Role of Extra-Institutional

Religion.” *Studies: An Irish Quarterly*, 2017, Vol.106 (421): 31–38.



increasing modestly and we are making a grant totalling €41,000 to schools to be used in the area of wellbeing of both students and staff.

Audit and Investment Committee

Governance

On 7th November 2018 the Charities Regulator launched the Charities Governance Code. The purpose of the Code is to ensure Charity Trustees, in this instance Loreto Education Trust Board Directors, meet their legal duties under charity law, by having in place good governance systems and processes.

The Code details six Principles of Governance and the core standards that Charities are expected to meet when complying with the Principles. By 2020 all registered Charities will be expected to comply with the Code whilst in 2021 registered Charities will be expected to report on compliance with the Code.

In reviewing the Charities Governance Code the work previously undertaken by the Trust Board's Governance Sub-Committee in reviewing the Voluntary Governance Code was also considered. It was noted the Loreto Education Trust was compliant in a number of areas and work to ensure compliance will continue during 2019.

The Audit and Investment Committee had its inaugural meeting on Monday, 12th November 2018. The Committee was formed to provide independent assurance to the Board that there are adequate controls in place to ensure that the Trust's key objectives and statutory obligations are met. The Committee is mindful of the Loreto Ethos, at all times, when carrying out their responsibilities.

Specific responsibilities of the Committee include:

- Monitoring the financial activities, controls and budgets of the Loreto Education Trust and to advise the Trust Board of its findings
- Recommending and monitoring the annual budget
- Overseeing the terms and effectiveness of the annual audit and any other internal or external audits as judged necessary
- Reviewing the Annual Report and Financial Statements before submission to the Trust Board
- Overseeing the risk management process and schedule an annual review of same by the Trust Board



- Review the establishment and maintenance of an effective system of corporate governance, that supports the achievement of the Trust's objectives
- Ensure there are arrangements in place by which staff of the Loreto Education Trust may, in confidence, raise concerns about possible improprieties in matters of financial reporting or other matters.
- Determine and review investments including an Investment Policy
- To recommend the appointment of Auditors to the Trust Board

Bernadette Weir is the appointed Chair of the Audit and Investment Committee.



Property Adviser Report

SECONDARY SCHOOLS		
School	Development	Funding
Balbriggan	Summer works granted for windows and doors	€235,000- Department of Education and Skills funded
Beaufort	Completion of new entrance and upgrading of car park	€1 million School funded
Bray	-	-
Cavan	Emergency funding for a lift and heating	€90,098 - Department of Education and Skills funded Heritage Scheme €8,000
Clonmel	-	-
Coleraine	Substantial toilet renovation Ongoing work in the Convent House	Department of Education Northern Ireland Funded £400,000 £100,000
Crumlin	Summer works Replacement of windows and doors Emergency works, external stairs and boundary wall of Astro pitch – awaiting decision.	Department of Education and Skills funded €177,000
Dalkey	New security system and lockers and a wide range of maintenance issues	School funded €259,000
Fermoy	Restoration of convent at appointment of project manager stage Emergency fire works to commence May 2019	Department of Education and Skills funded €333,446
Foxrock	-	-
Kilkenny	Renovation of hockey pitch	School Funded €276,494
Letterkenny	Emergency works roof repair SEAI grant for new windows, doors, lighting etc	€1.5 million approx. – to be confirmed
Mullingar	Final phase of library/information centre including digital upgrade	School funded €31,000 Department of Education and Skills funded €16,000



SECONDARY SCHOOLS		
School	Development	Funding
Navan	Emergency electrical work Summer works upgrade of 3 science rooms Upgrade of toilet blocks	Department of Education and Skills funded €34,750 Department of Education and Skills funded €597,000 School funded €50,000
Omagh	Continual and ongoing involvement with Strule Shared Education campus project Application for a range of works with Department of Education Northern Ireland	
Stephen's Green	Upgrade on staffroom Extensive brickwork repair Awaiting planning decision on multi-purpose space	School funded €80,000 School funded €113,000
Swords	Listed by Department of Education and Skills for a major extension and refurbishment	
Wexford	All students and staff in new building at Pembroke Hill, Wexford.	
PRIMARY SCHOOL		
Dalkey	Wide range of upgrading and maintenance work	School funded €255,000 approx.
Grange Road	Design team appointed for new 24 teachers school with an ASD unit	Department of Education and Skills funded
Stephen's Green	No developments	



Northern Ireland Update

Update on Developments on Loreto Schools in Northern Ireland

As in previous years, the political and financial constraints in Northern Ireland are becoming increasingly challenging with the passage of time. Brexit uncertainty has contributed to the challenges. Added to this is the complexity of the projects in Coleraine and Omagh. The Loreto Education Trust wishes to acknowledge the dedication, commitment and perseverance of Mrs. Gráinne O'Hanlon and Mr. Michael James, their Boards of Governors, Senior Leadership Teams and staff in advancing the Loreto vision for education in their respective areas and wish to offer its full support in further advancing these projects.

Loreto College Coleraine

Under the Development Proposals for this project, St Joseph's College Coleraine will close in August 2019 and Loreto College and Dominican College Portstewart will continue to expand to absorb the current pupils left in St Joseph's and those first year pupils who would have gone to St Joseph's. Loreto

College is expected to grow from 800 pupils to circa 1080.

As reported last year, Minor Works finance has been secured to assist in the resourcing of this growth. Accommodation ought to have been in place for the September 2018 intake. However planning challenges have emerged and as a result of this serious delay, running into its second year, this may restrict the ability of the Board of Governors to admit the full admissions number in September 2019.

Loreto Grammar School Omagh

Loreto Grammar School is currently engaged in the Strule Shared Education Campus (SSEC) and the movement away from academic selection.

In correspondence to Trustees on 22nd February 2018, Mr. John Smith, Deputy Secretary Department of Education (DE), informed Trustees that the procurement process for the main works contract had been suspended due to a single bidder remaining in the process. Subsequent communication informed Trustees that the expected completion date was now 2022/2023. The Department of Education has assured the Trustees of its commitment to delivering the project and in July 2018, Ms Karen Bradley, Secretary of State, confirmed £140m of funding for the project.



Sr. Marie Céline Clegg, Mr. Eddie Fynes and Mr. Brian Lenehan represent the Loreto Institute Property Trust at these meetings.



Academic Selection

Following communication on 26th October 2018 from the Board of Governors to the Chair of the Loreto Education Trust, Mr. Dermot Mc Carthy, a joint letter from the Board of Governors and the Trustees was sent to Mr. Derek Baker, Permanent Secretary Department of Education, requesting a modification to the Development Proposal relating to the phased movement away from academic selection. This letter reiterated the school's commitment to moving away from academic selection and set out the rationale for the request to "pause at 25% for the September 2019 intake". The request was made under Article 14 (9) (b) of the Education and Libraries Act 1986. (NOTE: in implementing a phased movement away from academic selection the school was to move to a 50% non-academic intake in September 2019). As a follow-up to this letter, a

delegation representing the Board of Governors and the Trustees met with Mr. Baker on 21st January 2019.

Loreto Secondary School for Girls, Rumbek, South Sudan

Loreto Rumbek has a reputation for excellence in South Sudan, one shared with its sister schools globally. In February 2018 thirty-five girls took national examinations and passed the School Secondary Examination. Several girls were individually recognised as top students in the state with one student receiving accolades as the top overall student in the home state of Western Lakes State.



By mid-March 2018 there were over 1000 students enrolled in the Primary School. More importantly the school has an average



female enrolment of 44% girls – a 3% increase from last year. In the Secondary School there were 350 applicants for 100 places, such is the good name of the school.

There are huge challenges for the young women of South Sudan. Girls facing forced marriage can often feel very alone and hopeless in their situation, which puts their emotional health at risk. To help them through this rough period, Loreto provides a broad network of support. The Secondary School Family system is a surrogate family for these girls, with 'mothers' and 'grandmothers' who encourage them to resist forced marriages and to complete their studies. In many cases, these mentors serve as a 'first response team,' advocating for the girls from the beginning of their studies. The school also provides a trained counsellor for group and individual support, as well as female teachers and students who are trained as peer counsellors.

The Loreto Primary Health Care Unit has provided primary health care services to the local community, focusing its resources on women and children. Each month over 1800 clinical consultations are provided. This of course is of huge benefit to all the students in the primary and secondary school.

The campus is dependent on the generosity of people to fund the different projects.

Without the support of so many none of this

good work would be possible. All in Loreto Rumbek are so appreciative of donors, advocates and supporters of their challenging ministry.





The Loreto Network Education Committee (LNEC)

The Loreto Network Education Committee has eight members representative of staff, parents and management of Loreto schools. Ms Caroline Clarke, Sr. Kathleen Fitzpatrick IBVM, Ms Melissa Steele and Ms Eliza Connolly are ex-officio members.

Seven meetings were convened since March 2018. There were two major projects undertaken in that period – (i) the production of a Network eNewsletter published in May 2018 and (ii) the organisation of the bi-annual Loreto Network Day for those entrusted with managing our schools.

The eNewsletter celebrated life in our schools, allowed for an interchange of ideas and fostered a sense of belonging to the Loreto family. It followed a thematic format based on a reflection by Pope Francis on the goals of Catholic education. He encourages us to teach three languages – those of the head (intellect), those of the heart (affection/emotion) and those of the hands (activity). Each of our schools submitted articles on how they are attempting to address these goals and the final production

of 57 pages contained a colourful tapestry of life in the contemporary Loreto school.



The Loreto Network Day took place on Saturday 24th November 2018 in the Killashee Hotel, Naas, attended by 150 participants. The focus of our meeting was to launch the Compass document and to reflect on its implications for Loreto schools. Sr. Gemma Symonds CJ, Sr. Orla Treacy IBVM and Professor Jim Lucey addressed the theme – A Loreto Education – Rooted, Responsive and Relevant. We thank the staff and students of the Loreto Primary and Community Schools, Gorey, Loreto Secondary Schools, Bray, Balbriggan and Crumlin and the children of Loreto Primary School, Grange Road and Scoil Mhuire of Crumlin for their enriching creative contributions to our programme.

We thank the many students who participated in an Art Project expressing the key components of the Compass Document. Their work was displayed at the conference.



In the coming months the Network Committee will study and consider the Compass Document and will seek to identify ways for schools to embrace its vision.

The Committee wishes to acknowledge the immense support received for its work from Ms Caroline Clarke, Sr. Kathleen Fitzpatrick, Ms Melissa Steele and Ms Eliza Connolly.





Loreto Education Trust Archives

The archival records (records of enduring value) of the Loreto Education Network and Loreto Education Trust fall under the curation of the IBVM, (Loreto) Irish Province Archives. Evidence of the excellent record keeping practices and good governance demonstrated by the Trust (and its precursors) has produced a substantial quantity of records which are of archival value. These records offer a unique record of the establishment, evolution, mission, evidence of the decisions, actions and achievements of the Trust and its subsidiary bodies.



Space restrictions in the Irish Province Archives at 55 St Stephen's Green, have meant that it is not possible to transfer this substantial collection. In consultation with the Irish Provincial Leader and the Director of the Loreto Education Centre, it was decided to

establish a new satellite archive to house this collection in the Loreto Education Centre in Foxrock. This 'new' archive will be managed by the Irish Province archivist, and subject to the same preservation, security and access requirements as all collections in our care.

In 2018 work began in preparing the storage space in Foxrock and identifying those records which are of archival value. A survey of the records held and/or generated by the Trust et al is currently underway, which will help in the drafting of a records retention schedule. The schedule will clearly identify what records the Trust holds, and their appropriate retention periods. It will clearly state which records can securely be disposed of in time, and those records which are deemed to be of archival value due to their long term, evidential, historical or informational value. Once this has been completed, historic records which are deemed to be of archival value will be transferred into the archive. There they will be re-boxed in special acid free files and boxes, catalogued, and carefully monitored to ensure their permanent preservation. In due course it is hoped to make the collection available to researchers, subject to our usual access restrictions and requirements. We look forward to establishing this archive in 2019, to capture and preserve the history, legacy and ongoing development of the Loreto Education Network and Loreto Education Trust.



Association of Trustees of Catholic Schools (ACTS)

The ACTS provides a national forum for the Trustees of Catholic Secondary Schools. It is a vehicle through which the voice of Catholic Trustees can contribute to policy changes and developments in education at a national level. The Catholic Education Service Committee (CESC) is currently working on a strategic plan for Catholic Second level education and we participate in this development through the ATCS.

We offer our appreciation and sincere thanks to each Board member. At a further remove from the daily excitement and pressurised life of the schools, but no less essential to the whole enterprise, are the members of the Trust Board. The leadership, direction and support they offer is truly valued. On a personal note I would like to thank the chairperson of the Trust Board, Mr. Dermot McCarthy for his availability, encouragement and inspiration. Finally, to the officers of the Board and those who work in the Education Centre, I offer a wholehearted thank-you. Your strong work ethic and cheerful spirit makes our daily life a joy.

Sr. Ann O'Donoghue IBVM

Secretary to the Loreto Education Trust

11th March, 2019

Conclusion

Thank you for taking the time to read our Annual Report 2019. We are living in a changing, challenging world which can provide wonderful opportunities to our young people but can also be a perplexing, disconcerting place. I hope you can see through this report some of the wonderful work which goes on daily in our schools offering our students strong leadership and wise guidance. Supporting the schools is the more hidden, and voluntary work offered by the members of our Boards of Management.



Appendices

Loreto Education Trust

COMPANY MEMBERS

Ita Moynihan IBVM
Carmel Swords IBVM
Brede Quirke IBVM
Elaine Troy IBVM
Helen O’Riordan IBVM
Brigid Tunney IBVM
Mary Jo Corcoran IBVM

BOARD OF DIRECTORS (Loreto Education Trust Board)

Dermot McCarthy
Martin Boyd
Liz Cogan
Deirdre Farrell
Maria Hyland IBVM
Brian Lenehan
Frank Moran (to June 2018)
Gerardine Mullen IBVM
Mary Murphy
Phil Murphy IBVM
Liam Riordan
Eileen Salmon (from 28 March 2018)
Bernadette Weir (from 1 September 2018)

OFFICERS

Ann O’Donoghue, IBVM – Director Loreto Education Centre and Company Secretary
Caroline Clarke – Education Development Officer (Appointed September 2018)
Kathleen Fitzpatrick IBVM – Faith Development Coordinator
Edward Fynes – Schools Property Advisor
Kevin Murray – Finance Manager
Melissa Steele – Office Manager Support Personnel: Eliza Connolly – Administrative Assistant



Trust Board Sub-Committees

Audit Committee:

Bernadette Weir – Chairperson

Liz Cogan

Phil Murphy, IBVM

Kevin Murray

Melissa Steele

Northern Ireland Schools:

Marie Céline Clegg IBVM (On behalf of the Province)

Eddie Fynes

Brian Lenehan

Sub-Committee constituted to consider The Governance Code (A Code of Practice for Good Governance of Community, Voluntary and Charitable Organisations in Ireland.) (This committee disbanded in June 2018)

Marie Céline Clegg IBVM

Deirdre Farrell

Ann O'Donoghue, IBVM

Anne O'Dwyer, IBVM

Melissa Steele



ROOTED RESPONSIVE RELEVANT

Being an agent of change

A Mary Ward school today discerns what change is happening or needed, and encourages collaborative work to embrace change in order to take God's purpose forward through education.

(cf KG pp 3 & 7)

Keeping our focus fixed

A Mary Ward school today continues to take its bearings from Jesus, his gospel, and our charism, and to be guided by our JUST SOUL traditional values of Justice, Verity (Truth), Sincerity, Freedom, and Felicity (Joy).

(cf KG pp 1-2 & IBVM Call 1)

Guiding and guarding in the use of media

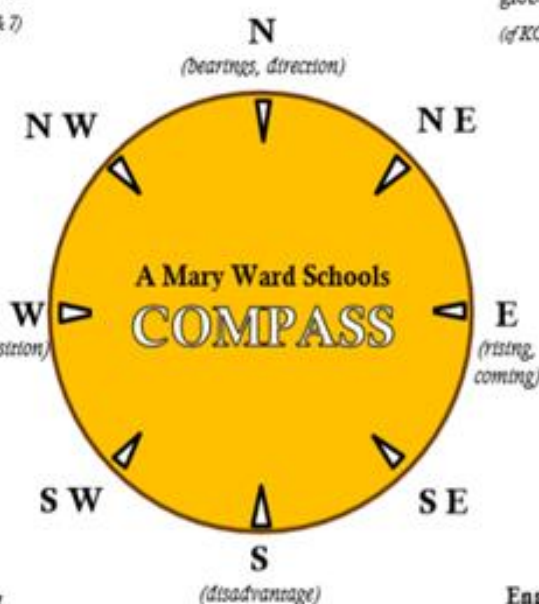
A Mary Ward school today develops responsive and effective ways to enable the young to engage safely and ethically with social media and emerging technology. This ensures the integrity of relationships while enhancing the opportunity for learning and creating global digital citizens.

(cf KG pp 7-8 & CJ Call 8)

Owning and developing the charism

A Mary Ward school today joyfully accepts responsibility for evolving and unfolding in our time the God-given charism that Mary Ward channelled in her time. We continue to interpret this charism, adapting what has been passed on to us, in creative and innovative ways congruent to the times.

(cf KG p 2, IBVM Call 1, CJ Call 8)



Cultivating values needed now

A Mary Ward school today promotes not only the traditional values in which it is rooted but also those values needed for education that is responsive and relevant to the present reality and to the future.

(cf KG pp 1 & 7)

Embracing and affirming diversity

A Mary Ward school today embraces diversity as a mirroring of the wonder of Creation. Seeing the image of God in human diversity, we encourage the young to discover their interdependence so they each find their own dignity – "I am because you are" – and feel truly affirmed and included.

(cf KG pp 6-7, IBVM Call 5)

Thinking and acting justly

A Mary Ward school today is aware of inequalities and oppression in the world of which it is part, and strives to be part of the solution, building peace by helping the young to think and act justly in response to injustice – whether in the school community, the broader community, or the environment.

(cf KG pp 3, 6, 7, 9, IBVM 2, CJ 5, 6)

Engaging with the bigger picture

A Mary Ward school today, recognising the interconnectedness of all things, finds educational ways to engage with *Laudato si'* and *Agenda 2030: Transforming our World*. We promote the values, skills, and behaviours needed for living as global citizens finding fulfilment in harmony with all of creation.

(cf KG p 3, IBVM 2, 4, 5, and CJ 4, 5, 6)



**ROOTED
RESPONSIVE
RELEVANT**



shared by the 2017
conference in Pretoria,
South Africa

A Mary Ward school today affirms the centrality of the person of Jesus. His gospel and our particular charism offer to education a profound way of being, acting as a positive force for transformation of lives.

Building on the foundation of our God-given charism,
we seek to invest in the holistic growth of our school community
in a deeper understanding and living of the gospel.

Reference Documents

- *Kolkata Loreto Education Guidelines of 2003 (KG).*
- *Calls of the 2014 General Congregation of the Institute of the Blessed Virgin Mary (IBVM).*
- *Calls of the 2011 General Congregation of Congregatio Jesu (CJ).*
- *Laudato si – Pope Francis's encyclical on care for our common home.*
- *Agenda 2030: Transforming our World – the UN's Sustainable Development Goals (SDGs).*

Note

* *"I am because you are"* – a distillation of the African value of 'ubuntu'.



Membership of Boards of Management

2018-2021

Schools	Teacher Nominees 2018 - 2021	Parent Nominees 2018 – 2021	Trustee Nominees 2018-2021
Beaufort	Orlaith Cagney Patricia Lalor	Brendan Balfe Orla Nathan	Aidan Farrell (Chair) Seamus Given Sr. Mary O'Connor IBVM Mary Reilly
Clonmel	Martin Boyd Siobhan Peters	John Kidd Sandra Fogarty	Mary Ryan (Chair) Jim Cantwell Derry Kelly Tomas O'Gorman
Fermoy	Laura Brogan Breffini Condon	Noreen Barry Tim Donovan	Jean Geoghegan (Chair) Jim Cosgrove Pat Granville Ann Meaney
Kilkenny	Padraig Fitzpatrick Majella Rafter	Catherine Peters Michael Shields	Anthony Joyce (Chair) Kieran Boland Nicholas Cashin Nichola Read



Letterkenny	Karen Crowe Dearbhail Keys	AnnMarie McCormick Maria Tinney	Noel O'Connell (Chair) Edward Harvey Brigid Lyons Eunan Walsh
Mullingar	Olivia Callaghan Joan Gilmartin	Paul Moore Mary Reilly	Anne Shaw Lordan (Chair) Pat Corcoran Mary Farrell Martin Nally
Swords	Mary Gorman Karen Parker	Nuala Byrne Christine Costello	Gerry Sinnott (Chair) Sr. Josephine Keegan IBVM Donal Mac Diarmada Colette Stokes

Vacancies filled in course of term of office in Loreto Post-Primary Schools

(appointments for remainder of term of office)

Loreto College, Foxrock

David Garland replaced Louise Ryan (Teacher Nominee) in October 2018

Loreto Secondary School, Navan

Geraldine Honan replaced Joanne Owens (Parent Nominee) in September 2018

Loreto College, St Stephen's Green

Olive Hanley replaced Orla Clancy (Parent Nominee) in September 2018

Loreto Secondary School, Wexford

Liam Gaynor replaced Patrick Clancy (Parent Nominee) in September 2018



Vacancies filled in course of term of office in Loreto Primary Schools

(appointments for remainder of term of office)

Loreto Primary School, Grange Road

Fr. Michael Coady replaced Fr. Kevin Rowan (Trustee Nominee) in September 2018

Junior School, Loreto College, St Stephen's Green

Conall MacCarthy replaced Kenneth King (Parent Nominee) in November 2018

Ann Donnelly succeeded Brendan Watchorn as Chair of the Board of Management in January 2019.

Vacancies filled in course of term of office in Community Schools

(appointments for remainder of term of office)

St Aidan's Community School, Brookfield

Stephen O'Brien replaced Colm Whyte (Teacher Nominee) in November 2018



Loreto Network Education Committee

2016-2020

Trustee Representatives:

Deirdre Farrell – St Gerard's, Bray (to March 2018)
Bernard O'Boyle – Dalkey
Louise Ryan – Foxrock

Post-Primary Teacher Representatives:

Robert Dunne – Dalkey
Stuart O'Brien – Balbriggan
Lucy O Mordha – Cavan (Retired)
Sinead Hyland – Mullingar

Primary Teacher Representatives:

Angela Mitchell – Crumlin Senior Primary
Niamh Morrogh – St Patrick's Bray
Nicola Condon – Grange Road, Rathfarnham

Parent Representatives:

Jim Cosgrove – Fermoy (Post-Primary) (to February 2018)
Caroline Duffy- Grange Road, Rathfarnham (Primary)

Ex-Officio Members:

Caroline Clarke – Education Development Officer
Kathleen Fitzpatrick IBVM – Faith Development Coordinator

Chairperson:

Robert Dunne



Loreto Schools Student Numbers

(1st January 2019)

POST-PRIMARY	STUDENTS
Balbriggan	1,277
Beaufort	652
Bray	758
Cavan	707
Clonmel	508
Coleraine	904
Crumlin Road	405
Dalkey	637
Fermoy	600
Foxrock	525
Kilkenny	983
Letterkenny	890
Mullingar	834
Navan	796
Omagh	887
53 St Stephen's Green	563
Swords	630
Wexford	780
PRIMARY	
Bray	801
Crumlin (Junior)	250
Dalkey	372



Grange Road	512
53 St Stephen's Green (J.S.)	198
Schools with historical links with Loreto:	
Crumlin Senior Primary	192
Bunscoil Loreto, Gorey	722
Scoil Mhuire Gan Smal, Letterkenny	436
St Anne's, Navan	317
COMMUNITY	
St Aidan's Community School, Brookfield	435
Gorey Community School	1,626
Loreto Community School, Milford	791
Portmarnock Community School	918
Pobalscoil na Tríonóide, Youghal	947

Total Number of Students (1 Jan 2019): 21,853



Loreto Education Trust

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Twitter: [@LoretoFaithDev](https://twitter.com/LoretoFaithDev)

11 March 2018