

2012 ANNUAL REPORT

to the School Community



ST ALOYSIUS COLLEGE
North Melbourne



ST.ALOYSIUS
COLLEGE

REGISTERED SCHOOL NUMBER: 0605

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Our College Vision

We believe that Catholic education is a valid and relevant expression of the teaching mission of the Church today.

Mission Statement

St Aloysius College is a contemporary learning community where excellence in learning and in life is valued and prized; it is a place where each young woman is encouraged to flourish through the joyful and hopeful embrace of Jesus Christ's message of love, justice, compassion and integrity.

As a Mercy School, inspired by the life and spirit of Catherine McAuley, we seek to nurture the following values: compassion, justice, respect, hospitality, service and courage. This distinctive identity and ethos is communicated in the French word for Spirit – ESPRIT.

E

MOTIONAL STRENGTH

Possesses a strong sense of self;
Is adaptable, emotionally intelligent, confident and persevering;
Is secure in her own unique vocation;
Sees her life as a gift that is precious and sacred.

S

PIRITUAL FORMATION

Is called through faith to reveal God in the world;
Is transformed by God's love and therefore charged to transform the world;
Is companionable, caring and in possession of a rich inner life;
Has a strong sense of social justice.

P

PHYSICAL WELLBEING

Chooses to live a healthy lifestyle;
Has a deep sense of respect for themselves and respect for others;
Values co-operation, teamwork, perseverance and determination;
Understands that deep relationship with the risen Christ is the surest road to human flourishing and wellbeing.

R

RESPECTFUL RELATIONSHIPS

Celebrates diversity;
Is respectful and inclusive;
Honours and respects different gifts and learning styles;
Embraces and accepts other cultural backgrounds.

I

INTELLECTUAL RIGOUR

Develops a love of learning;
Grows in the power to think critically;
Strives to develop knowledge, ideas, creativity and imagination;
Comes to know that the pursuit of truth and wisdom is the goal of all genuine learning.

T

TRADITION AND GROWTH

Values the past so as to build a future full of hope;
Strives for *'higher things'*;
Commits herself to joyful participation in the ongoing mission of the church;
Becomes a faithful steward of creation.

College Overview

St Aloysius College is located in North Melbourne and our current enrolment is 514. The Sisters of Mercy founded the College in 1887. The core business of the College is learning and teaching. Our Mission is to educate the young women of the College to make their mark in the world; our curriculum and philosophy are guided by Mercy principles within the context of a relevant and meaningful Catholic education. We are, in all our endeavours, student centred, with programs and facilities planned and designed to provide each student with an array of opportunities and experiences.

Our Strategic Plan, its objectives and goals, coupled with this framework, are endorsements of St Aloysius' commitment to developing learning environments that foster innovation, enquiry, wonder and reflection. Through the active establishment of these learning environments we continue to ensure that each young woman has the support and the capability to pursue those areas, those arenas which interest and challenge her.

The 2012 school year provided rich and diverse opportunities and experiences for the students of St Aloysius College. Our goals and vision are student centred; together with the Leadership Team the Staff work to provide innovative and engaging programs and facilities for all students. Our aim is that our young women grow to develop hope, confidence in themselves and who they are, yet at the same time always able to see and reach beyond themselves.



Principal's Report

Dear members of the St Aloysius College community,

As mandated by the Australian Government, all Catholic Colleges are required to report to parents on various organizational and educational aspects of their school. At St Aloysius we are proud to present such information – available to you on the school internet site or, alternatively, you may request a copy by contacting the College Office.

We are also proud of our students' academic progress and achievements. We celebrated our 2012 Dux who achieved an ATAR rank of 97.7%. We also celebrated the success of our VCAL students. In many ways these highlights demonstrate our commitment to celebrating diversity and excellence.

In many ways 2012 will always be fondly looked upon as a very significant year in the history of St Aloysius College - a year in which this wonderful North Melbourne Mercy community reached 125 years young. Such a milestone acted as the catalyst for a year that witnessed in equal shares both reflection and recollection, a year that was characterised by celebration and was in itself the impetus for the renewal of old friendships, for the strengthening of associations and for acting as the springboard into an exciting and dynamic future. Indeed, the last year has in so many ways been a microcosm of all those 124 years which preceded it - the vitality, warmth and endeavour of our students shone brightly in a myriad of forms whilst the generosity, spirit and enterprise of staff, the Sisters and the Advisory Council once again permeated into a learning and faith climate explicitly characterised by innovation, creativity, care, achievement and success.



Education in Faith

Goals & Intended Outcomes

Through all the faith inspired activities we engage in at St. Aloysius, we believe it is obvious to all observers that our identity is founded on faith in Jesus Christ. More specifically, our vision and our 'way of proceeding' is founded on the life and work of Catherine McAuley, the foundress of the Sisters of Mercy, whose every action emanated from her intimate relationship with Jesus Christ.

Once again, prayer was the cornerstone of life at St Aloysius. In morning briefings staff gathered to pray as a community, before joining with students in their respective Pastoral Groups to begin the day in prayer. The staff enjoyed two reflection days, the first was led by Sister Marilyn Lacey rsm who focused upon the theme 'Breaking open the Heart of Mercy', whilst the second saw us reflect upon our mission as teachers. The past year also witnessed a revamped RE curriculum and Retreat program, with - amongst other activities - visits to a Carmelite Monastery, an Asylum Seeker Conference and a Mosque. The highlight was the 29th April 125th Anniversary Mass at St Patrick's Cathedral where the community gathered in celebration. Our Young Mercy links have been further strengthened and our commitment to social justice was highlighted through the Winter Sleep Out, the Christmas Hamper Collection and the Mercy Day fundraisers.

Each of our young women is encouraged to strive to achieve her full potential within the context of reflection and gospel values.

Our formal Religious Education program introduces students to the content of the life of faith and the traditions of the Mercy Sisters and the wider Catholic tradition.



Value Added

Year 12 Retreat
 Year 7 Reflection Day
 Year 9 Reflection Day
 Year 8 Mission Day
 Year 10 Community Service and associated Reflection Day
 Social Justice Program
 Mission Team

Year Level Liturgies and Eucharistic Celebrations
 Liturgy Group
 Graduation Eucharist
 Opening School Year Eucharist
 Community Outreach
 Whole School Liturgies

Learning & Teaching

Goals & Intended Outcomes

The focus throughout the year was centred on three aspects of learning and teaching: inquiry learning, continuing implementation of AusVELS and the continued integration of ICT. The past year has witnessed a marked interest and effort to embed the methodology of inquiry learning throughout the junior curriculum. One of the hallmarks of a relevant and progressive 21st Century curriculum is its ability to develop the creative thinking tenets of each student; during the course of the year inquiry learning modules were substantially embedded. Secondly, staff worked collaboratively in ensuring that the full implementation of the National Curriculum - AusVELS - was accounted for in the subject areas of English, History, Mathematics and Science. We also re-focused our attention on ICT e-pedagogy, rolling out iPADS to staff and students throughout the first term of 2013. In addition, the increased use of diagnostic data alongside a new reporting format, completed a busy but fruitful year.

Proportion of Students meeting National Minimum Standard

	Year 7			Year 9		
	2010	2011	2012	2010	2011	2012
Reading	98.7%	98.6%	99.1%	95.8%	95.1%	97.4%
Writing	97.5%	94.4%	98.1%	99%	96.3%	93.5%
Spelling	97.5%	94.4%	98.1%	100%	96.3%	94.8%
Grammar & Punctuation	94.9%	98.6%	98.1%	99%	89%	98.7%
Numeracy	98.7%	95.7%	99.1%	97.8%	92.5%	98.7%

Change in Proportion of Students meeting National Minimum Standard

	Year 7			Year 9		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Reading	1.0%	-0.1%	0.5%	-2.2%	-0.7%	2.3%
Writing	-0.2%	-3.1%	3.7%	1%	-2.7%	-2.8%
Spelling	-2.5%	-3.1%	3.7%	3%	-3.7%	-1.5%
Grammar & Punctuation	-1.7%	3.7%	-0.5%	1%	-10%	9.7%
Numeracy	2.1%	-3.0%	3.4%	-1.2%	-5.3%	6.2%

Median Standardised Results (Estimated VELS Equivalent Score) - Year 9

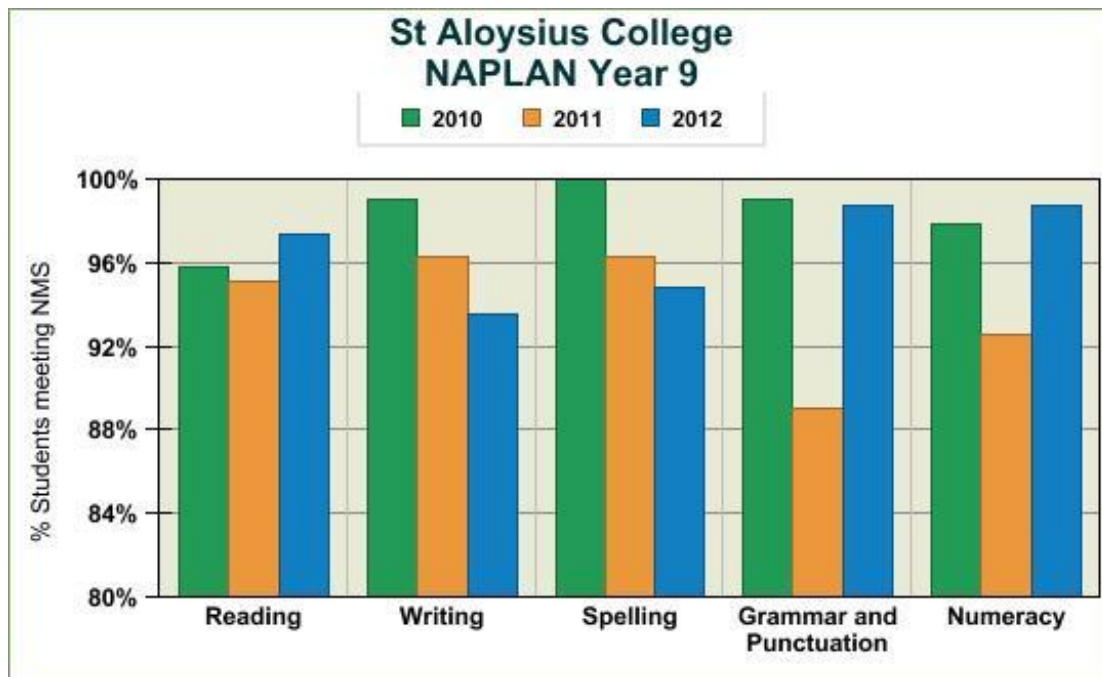
	Average Standardised Results			Change in Average Standardised Results		
	2010	2011	2012	2009-10	2010-11	2011-12
Reading	5.38	5.39	5.37	-0.16	0.01	-0.02
Writing	4.89	0	0	0.00	-4.89	0
Spelling	5.36	5.56	5.49	-0.01	0.20	-0.07
Grammar & Punctuation	5.36	4.85	4.98	0.42	-0.51	0.13
Numeracy	5.16	4.79	4.85	0.21	-0.37	0.06

MEDIAN NAPLAN RESULTS FOR YEAR 9

The proportion of students meeting the National Minimum Standard from 2010 to 2012 has increased across the board at Year 7. However in four of the five areas, namely, Reading, Writing, Spelling and Numeracy, the percentage decreased in 2011.

At Year 9 this trend across the three years has not continued, except in the areas of Reading and Numeracy. However, similarly, all percentages dropped in 2011. The two areas of most concern are Writing and Spelling.

These figures are reflected in the Median Standardised Results.



YEAR 9 READING	595	Score
YEAR 9 WRITING	587	Score
YEAR 9 SPELLING	609	Score
YEAR 9 GRAMMAR & PUNCTUATION	605	Score
YEAR 9 NUMERACY	594	Score
YEARS 9-12 STUDENT RETENTION RATE	95	%
SENIOR SECONDARY OUTCOMES		
VCE MEDIAN SCORE	31	Score
VCE COMPLETION RATE	100	%
VCAL COMPLETION RATE	100	%
POST-SCHOOL DESTINATIONS		
TERTIARY STUDY	77	%
TAFE / VET	20	%
EMPLOYMENT	2	%

Student Wellbeing

Goals & Intended Outcomes

Our approach towards student wellbeing was very much increasingly informed and influenced by up-to-date research. The College Wellbeing Team attended professional development offered by the CEOM, delving into all aspects of the Social and Emotional Learning (SEL) Framework. Consequently, the College efforts were focused upon student self-management and positive relationships. To fully enhance the effectiveness of the scheme, the College held a Parent Education Evening which, in effect, introduced the core aspects of SEL and explored how it is applicable and helpful to the parent-daughter relationship. A key element of the student wellbeing program this year has been the increased use of the Student Counsellor in presenting and running pastoral programs for both staff and students - this has been a vital complement to the overall program. Finally, the Year 9 cohort this year were introduced to the notion of 'Art Therapy', allowing students to express themselves through the mediums of Art and Textiles in the exploration of social issues.

This year, the students of the College have had the choice of a broad range of additional programs throughout the year. These included the Tour of Italy, Dublin Immersion Experience, as well as the regular range of camps, retreats and reflection experiences.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	94%
Year 8	89%
Year 9	89%
Year 10	90%
Overall average attendances	

- Families are required to notify the College if a student is going to be absent
- SMS messages are sent to families when a student is absent from the school and staff have not been notified.

Parents are asked to meet with the particular Year Level Team Leader if the student is absent without a valid reason.

Students have also had the opportunity to participate in Debating, Tournament of Minds, Language Competitions, Social Justice Activities and Community Service. There is always generous endorsement and support of all these activities by the College staff and parents.

Instrumental Music Evenings, Band, Ensemble and Instrumental performances at College Assemblies, allows the students to showcase their learning and celebrate their achievements.

Co-Curricular

Students are presented with a wealth of choice in which to explore their distinctive physical and creative abilities – from Sports, Art, Music and Drama through to Community Service, Leadership opportunities, extension and enrichment experiences. We encourage all students to challenge themselves in the areas of Faith, Academia and Wellbeing.



Value Added: Student Co-Curricular Activities

Choir	Production	Concert Band	Junior and Senior Rock Band
Badminton Team	Basketball Team	Debating Team	College Tour Guide Team
Cross Country Team	Da Vinci Decathlon Team	Tennis Team	Hockey Team
Indoor Cricket Team	Indoor and Outdoor Soccer Teams		Netball Team
Tournament of Minds	Student Leadership Team	House Leadership	Social Justice Group
Liturgy Team	Peer Support Program		Mission Team

Leadership & Management

Goals & Intended Outcomes

The School Improvement Framework surveys provided some direction towards school management this year, with an increased focus on clarity and communication. In addition, the Leadership Team undertook a Peer Coaching Approach, with middle managers. Leadership this year also commenced learning walks and reviewed the ARM process and procedure. Financial management was also a focus with the Leadership Team becoming increasingly skilled within this crucial area. Existing College policies and procedures were also systematically reviewed. Learning spaces were refreshed or re-designed with significant work improvements to the College Hall and various classrooms and corridors. The outdoor environment was similarly addressed, with a new mural, new furnishings and a new College perimeter fence.

St Aloysius College Parents' Association has continued to support many aspects of College life. Parents have provided generous support for, Fund Raising and Social occasions throughout this year.

Staff composition	Principal class	3
	Teaching staff (head count)	46
	FTE teaching staff	43.59
	Non-teaching staff (head count)	15
	FTE non-teaching staff	12.86
	Indigenous teaching staff	0

Achievements

Staff Attendance

We have an extremely dedicated and professional staff and their attendance rate in 2012 as recorded on Catholic Education Data was 90.50% from January - December 2012. This figure may include sick and personal leave, maternity and paternity leave, leave without pay, long service leave, bereavement leave and study leave.

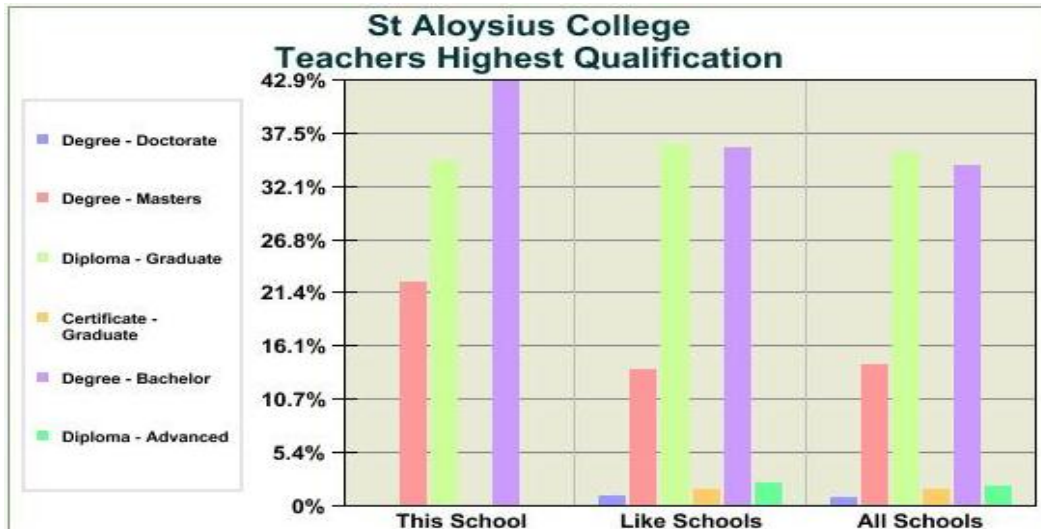
When staff are on leave, particularly short term, the College endeavours to use existing part-time staff – who are known to students – so that learning disruption is minimized. The staff at St Aloysius demonstrate a high commitment to the College and are involved in numerous aspects of College life – including a vast array of extra-curricular activities.

The rate of retention of teaching staff from 2011-2012 is 95.9% reasons for leaving included promotion, to broaden teaching experience, to pursue an alternative career.



Teachers Qualifications – St Aloysius College – 2013

All staff at St Aloysius are qualified to the required standard, as dictated by the Victorian Institute of Teaching requirements. Data from the Catholic Education Office indicates that the following qualifications are held by teachers as their highest qualification. Please note that many staff have multiple tertiary qualifications and the College actively promotes and supports staff who are willing to upgrade their qualifications.

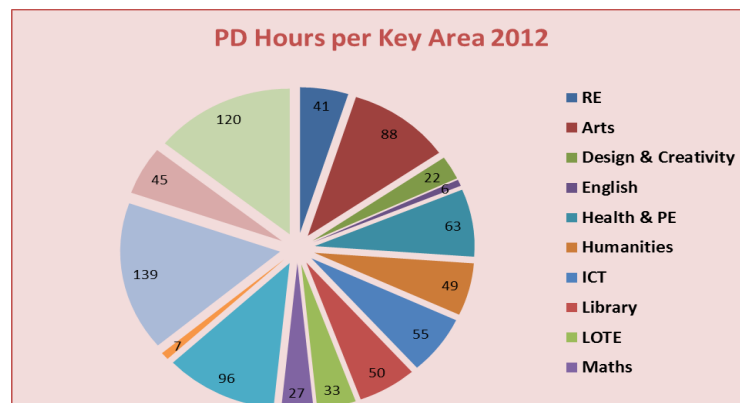


EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING:

In 2012, the professional learning of staff focused upon four main areas: pastoral care, curriculum, administration and faith. Every staff member was involved in at least one professional learning activity.

An important focus of Staff Professional Learning is to provide a breadth of opportunities for staff, which in turn enhance student learning outcomes. The spread of these programs can be seen in the accompanying graph.

Professional Learning Focus Areas



In 2012 all staff members – teaching and non-teaching participated in some form of professional development sourced from both within and outside of the College. The average expenditure per teacher was \$810.

College Community

Goals & Intended Outcomes

STUDENT, PARENT & TEACHER SATISFACTION

Through the College Parents' Association, Parent Information Nights, individual parent contact, we strive to listen and discern parent feedback.

Staff at St Aloysius College give generously and energetically of their time and expertise to ensure the success of the learning experiences of all students. Their efforts enable the College to offer a comprehensive and exemplary curriculum combined with a breadth of co-curricular choices for students Years 7-12. Staff work collaboratively across all areas of the College, their input is valued and acted upon; they provide a strong commitment within the context of the College Community.

Students are given many and varied opportunities to be involved in the events and programs of the College.

Our association with the local primary schools was further strengthened by mutual visits and collegial dialogue. The VCAL students also played an integral part in assisting the primary schools with their sporting programs and events. As a College our commitment to girls' education is steadfast and this year has witnessed our joining of the Girls' School Alliance. The community service of the senior students saw visits to local Aged Care Centres and the generosity of the College as a whole recognised our place in the global community with proceeds to Project Compassion and Mercy works.



STUDENT SATISFACTION

A random sample of students were surveyed regarding their opinions of the College in a range of areas. These areas included, amongst others, student morale (meaning the positive feelings that students have about the school), student distress (referring to the negative feelings students may have about the school), purposeful teaching (regarding the extent to which students believe teacher lessons are planned and energetic) and learning confidence (meaning the positive perception students have with regard to their own ability as a student). Other areas surveyed include, but are not limited to, student safety, connectedness to the school and teacher empathy.

Over 75% of student responses agreed that teachers made their learning interesting; over 66% stated that their teachers were inspiring; nearly 85% agreed that their teachers listened and understood them; and over 75% observed that their teachers were very well prepared.

STAFF SATISFACTION

Staff members were also invited to complete an online survey. The survey asked for responses in areas as diverse as job satisfaction (meaning the extent to which staff are satisfied in their jobs), individual morale (the positive feelings staff have about their jobs), role clarity (the extent to which staff know what is expected and required of them) and learning and teaching (the extent to which staff believe the school is focused on quality teaching). Other areas included supportive leadership, team work, professional growth and individual distress.

Responses from staff indicated that nearly 80% always felt positive about their job; nearly 85% agreed there was a lot of positive staff energy; and over 85% agreed that the school leadership were able to be approached directly about issues.

PARENT SATISFACTION

Surveys were sent to a random selection of our families across all year levels. The survey asked parents a range of questions in areas including learning focus (the extent to which parents feel the educational progress and standards of the college address the needs of their daughters), student safety (the extent to which they believe their daughter is safe from bullying and harassment) and reporting (the extent parents feel school reporting provides useful information). Other areas included teacher approachability, stimulating learning, connectedness and teacher morale.

Responses to this survey indicate that nearly 90% of parents found the academic standards set by the college as adequate to the needs of their daughter; again, 90% indicated that the subjects offered met their daughter's needs; and over 90% were satisfied with the education their daughter is receiving.



Financial Performance

REPORTING FRAMEWORK	ACCRUAL \$
Recurrent income	Tuition
School fees	921,253
Other fee income	752,937
Private income	153,941
State government recurrent grants	1,125,734
Australian government recurrent grants	3,934,807
Total recurrent income	6,888,672
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5,737,665
Non salary expenses	1,891,320
Total recurrent expenditure	7,628,985
Capital income and expenditure	Tuition
Government capital grants	147,937
Capital fees and levies	195,104
Other capital income	24,864
Total capital income	367,905
Total capital expenditure	367,905
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	29,240
Total closing balance	18,383

Note that the information provided above does not include the following items:

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.

Future Directions

The College Goals and Objectives for 2013:

- To implement the 2013 School Improvement Plan
- To deepen the College community's faith journey within the Catholic tradition and the Charism of the Sisters of Mercy
- To engage students in the highest quality learning activities.
- To continue to value and empower all students as successful, responsible and resilient life
- To develop life-long learners for global citizenship
- To foster high quality leadership at all levels
- To continue to create a College culture that fosters appropriate and supportive partnerships with parents and the wider community
- To continue to develop and renewal Physical Resources to ensure the success of the core business of the College
- To ensure the continuing commitment of the Leadership Team to the Mission and Values of St Aloysius College

