

2013 ANNUAL REPORT to the School Community



St Aloysius College North Melbourne

REGISTERED SCHOOL NUMBER: 0605



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Contact Details

| | |
|---------------------------|--|
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Minimum Standards Attestation

I, Mary Farah, attest that St Aloysius College is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Mission Statement



St Aloysius College
NORTH MELBOURNE

Our Vision

Our Vision is to build a highly creative, student centred learning community where individual needs are met and where the inspiration to personal excellence is integral to everything we do. We aspire to be a compassionate and just community, nourished by the teachings of Jesus Christ, sustained by the Catholic Church and inspired by the vision of Catherine McAuley and the Sisters of Mercy.

Our Mission

Our Mission is to ensure that all students become:

- dedicated, self-directed, critical and enthusiastic life-long learners;
- empowered and strong of character, thriving on personal responsibility;
- personally fulfilled, knowing their own worth;
- capable of experiencing achievement and joy in all that they do;
- confident, creative and collaborative problem solvers who respond positively to a world of rapid change;
- effective and empathetic communicators who are globally aware and socially and culturally active and inclusive;
- humane and caring, always looking to reach out to those in need.

Our Values

Inspired by the charism of Catherine McAuley and the Sisters of Mercy, our Values are expressed by:

- Living Faithfully, placing God at the heart of all that we do;
- Living with Integrity, so that it lies at the heart of all we say and do;
- Being Honest, so that we are truthful to ourselves and to others;
- Showing Respect, so that we value ourselves and others, appreciating our similarities and celebrating our uniqueness;
- Being Courageous, to do what's right no matter how challenging;
- Taking Responsibility, to be sensible, reliable and accountable;
- Honouring the contributions of our past, so that it becomes a catalyst for embracing a bright and hope-filled future;
- Creating a Nurturing and Welcoming environment that celebrates diversity and personal achievement;
 - Being of Service to others, through our unity and solidarity with those who are marginalised or disadvantaged.

College Overview

St Aloysius College is a Catholic secondary girls' college that works in strong partnership with families in ensuring the very best holistic education for young women. With Christ as our guiding light and in the spirit of Catherine McAuley, St Aloysius seeks to recognise, appreciate and develop the gifts of all in a spirit of collaboration, generosity, hospitality and service. The College is committed to creating a climate where each girl is engaged and enthused by the wonder of learning and where each staff member is a role-model of what it means to be a life-long learner. Our students are encouraged to strive for higher things by being self-aware, tolerant, compassionate towards others and responsibly independent in thought and action. They are encouraged to look beyond themselves and dream of what may be, by contributing to the world in which they live and by maintaining healthy lifestyles.

An education in the Mercy way invites all to take up the challenge of developing fully the God given gifts and talents each of us have been bestowed. In addition, a Mercy education lights the spark within all of us to live out our Christian duty of assisting those in greater need. The Mercy way of compassion, justice, respect, hospitality, service and courage ensures that all *'may have life, and have it to the full'*. (John 10:10)



In 2013 the College had a student body of 513 from Year 7 to 12.

The School Improvement Plan seeks to foster a high quality learning environment with quality teaching pedagogy and a focus on improved student outcomes. Furthermore, the Plan recognises the need and provides a commitment to continue the development of a wellbeing culture that enhances resilience and independence in tandem with an enhanced learning environment. The Plan has a strong emphasis on staff with an ongoing commitment to teamwork and the further development of an environment of continuous improvement. Throughout the Plan the commitment to the continuing development of a community centred upon strong, relevant and productive relationships is a central pillar.

Principal's Report

2013 continued to be a year where St Aloysius College made every effort to nurture a willingness by all to 'strive for higher things'. The Mercy values of respect and hospitality remained at the heart of all endeavours and significant improvements were made in all spheres. The focus was very much on people and places, with newly refurbished learning spaces and investment in leadership, wellbeing and better learning and teaching practices. Mercy remained at the core of all activities, direction and purpose. Our mission and vision statement was reviewed to better reflect the values of a Mercy College upon the pillar of a Catholic faith.

Much was achieved this year in all spheres. Building refurbishments took place with a modernized Year 7 centre. In the sphere of Faith, staff in particular continued on their learning journey while increased opportunities for student involvement permeated the College atmosphere. Emphasis on learning and teaching remained a focus, with pleasing results achieved at both ends of the bell curve. Leadership re-organisation of roles and positions has led to the firm foundation upon which further success can be spring-boarded.

Throughout 2013 the College embarked upon three major review processes: firstly, a review of curriculum from Year 7 to 12, secondly a review of the leadership structure and thirdly, a review of the Outdoor Education program. The curriculum review provided new insights into offerings from Year 7 through to Year 12; new Study Units at 3 and 4 included History Revolutions and Religion and Society. At Year 7 Drama, French and Japanese were added to our extensive offerings and the review saw the introduction of iPads. The Outdoor Program review saw changes to both year of offer and length of program offered, with an emphasis on the depth of the experience.

Ongoing development and refurbishment of College facilities was a hallmark of 2013. A new perimeter fence was accompanied by a refurbishment of the College Hall and the addition of a wireless network throughout the College. New seating and grassed areas for students to sit and enjoy lunch and recess were added throughout the premises.

Of particular satisfaction was the introduction of new scholarship programs, available from Year 8 to 10. The scholarships are centred on our Mercy values and allow students to enjoy a St Aloysius College who would otherwise have not had the opportunity.



Education in Faith

Goals & Intended Outcomes

St Aloysius College has sought to develop its Education in Faith through further developing our teachers' personal knowledge and understanding of Catholic traditions, doctrine and pedagogy. Specifically it has aimed:

- that all members of the College community will better understand and appreciate the importance of being part of a Catholic school
- that this understanding and appreciation is owned and deepened
- that there will be a comprehensive and progressive Religious Education program



Achievements

Once again, 2013 was a highly successful year in the sphere of Education in Faith with all staff supporting the Catholic traditions of the College. In the 2013 Insight SRC Survey on Catholic Culture, St Aloysius was in the top 50% of all Catholic schools. The College has worked tirelessly to ensure opportunities for Faith involvement permeate the staff and student environment. Numerous opportunities have been provided to all students to participate in daily prayer and regular liturgical celebrations. Religious Education continues to be at the centre of the learning experience. We have continued to build stronger links with the Parish and social justice activities, notably for Caritas, have continued to be prominent. The Staff were provided with a Staff Spiritual Day, led by the Director of Mission with the help of Sr Mary Dennett rsm. All Year 7s had the opportunity to visit the Sisters in the Convent and have dialogues about life as a Mercy Sister. Accreditation Sessions were also offered to staff.

The Pastoral Care system at St Aloysius College is strongly grounded in Education in Faith. Students are organized into 18 Pastoral Groups with prayer and social justice a key part of each group's identity. Each term the College holds a whole-school Mass and important 'feast days' such as Mercy Day and St Aloysius Day were enthusiastically celebrated. Religious Education is compulsory at all year levels. Social justice was given high prominence in 2013 with support of the Sisters of Mercy mission. Student Leadership in 2013 included a Year 7 to 12 Social Justice Team and Mission Team.

Value Added

Throughout the fortnightly College newsletter, activities and programs that have contributed to achieving the goals of Education in Faith were presented. Our Catholic identity and culture were regularly celebrated with substantial daily opportunity for prayer and liturgy, alongside parental involvement opportunities at information evenings and the like. Year 12 students enjoyed a retreat whilst other year levels were involved in reflection days. Outreach programs continued to be a focus. Staff continued their extensive professional development, furthering a joint commitment towards achieving the College vision and mission.

Learning & Teaching

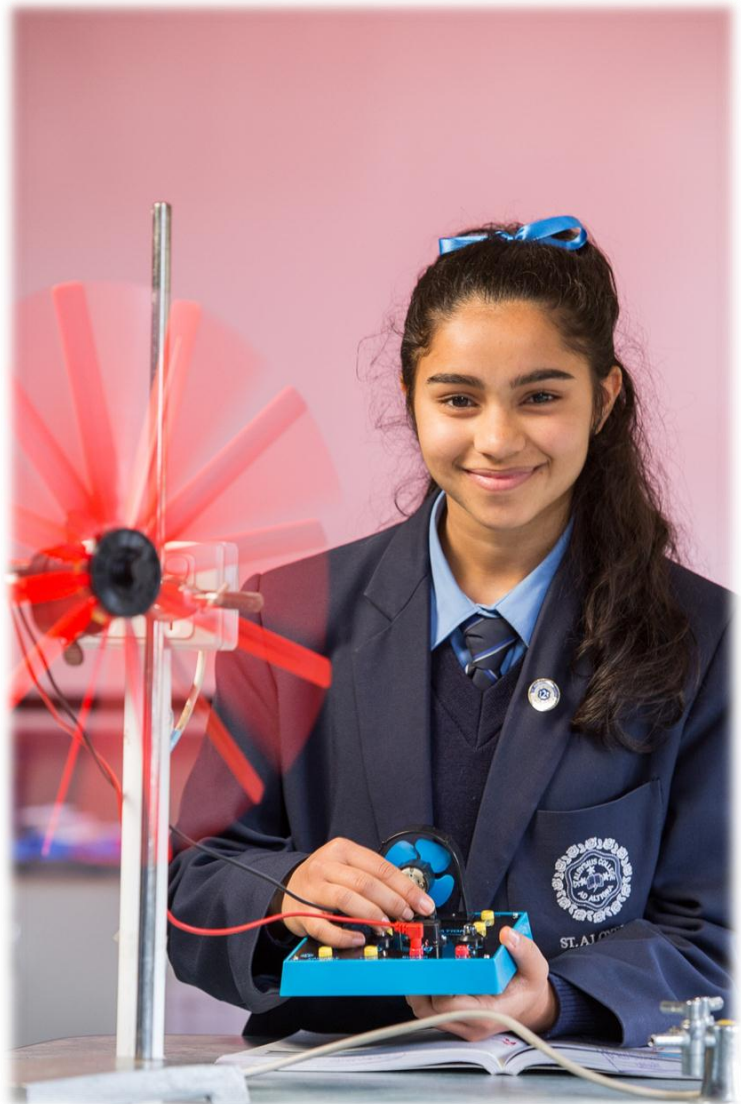
Goals & Intended Outcomes

St Aloysius College aims to provide a relevant, inclusive, diverse and comprehensive teaching and learning program that is characterised by innovative teaching and engaged learning. Specifically in 2013 the program has aimed at:

- fostering high quality teaching practices
- improved student learning outcomes
- catering for individual needs

Achievements

The focus continued to be about creating a community of highly engaged learners with a student-centred, inquiry approach to learning. The College invested in professional learning for staff, most notably in the arena of technology within the classroom. NAPLAN and VCE results continued to show improvement. The Year 7 learning spaces have been refurbished and will open to classes at the end of Term 1 2014. Personalised learning has been a focus with a new Gifted and Talented Education Program (GATE) introduced. 2013 witnessed all students with personal learning devices. A review of the Outdoor Education Program for Year 7 to 9 was also undertaken. In addition, a review of subject offerings including VET/VCE occurred with the introduction of VET Music and VET Fashion.



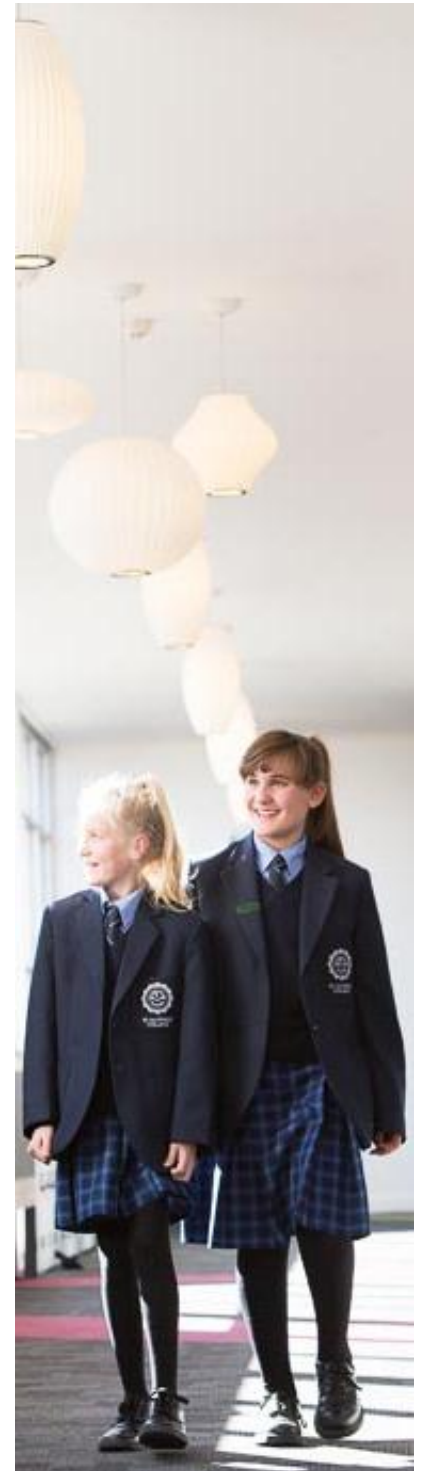
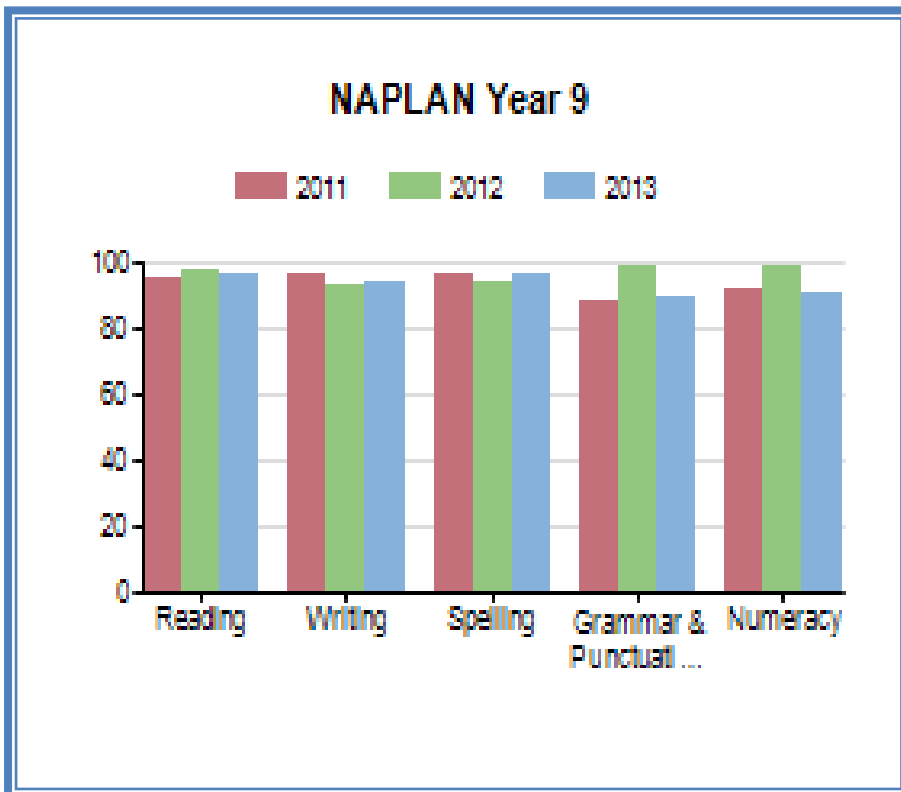
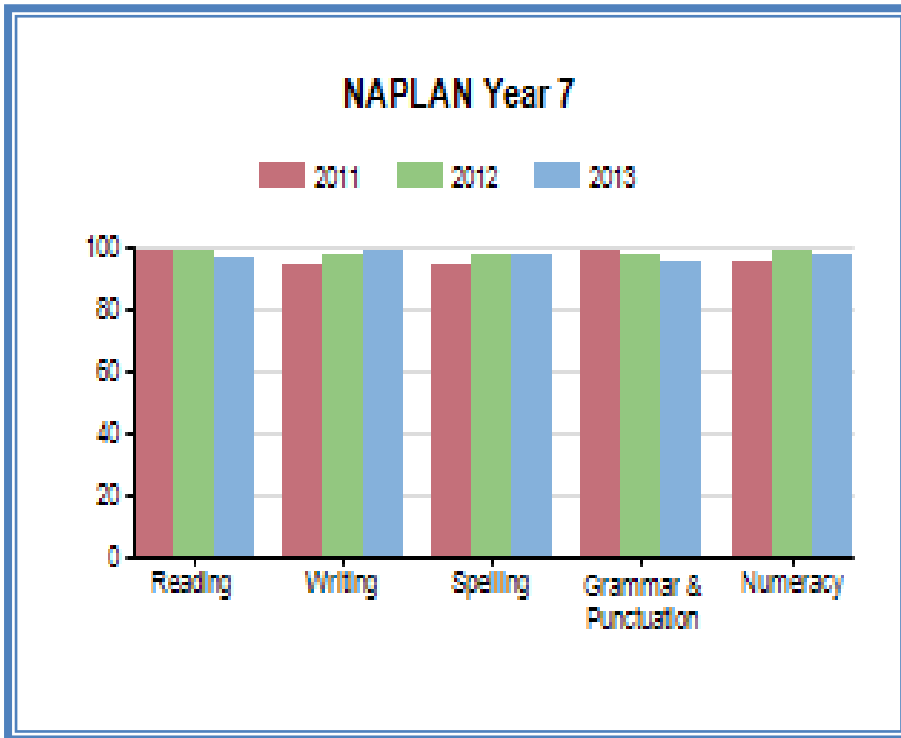
NAPLAN data for 2011-2013 revealed strong results with over 95% across the board as an average for Year 7 students meeting the minimum standards. Similarly a figure of over 90% characterized the average Year 9 meeting of minimum standards.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | | |
|--|------|------|-----------|------|-----------|--|
| NAPLAN TESTS | 2011 | 2012 | 2011–2012 | 2013 | 2012–2013 | |
| | % | % | Changes | % | Changes | |
| | | | % | | % | |
| YR 07 Reading | 98.6 | 99.1 | 0.5 | 96.5 | -2.6 | |
| YR 07 Writing | 94.4 | 98.1 | 3.7 | 98.8 | 0.7 | |
| YR 07 Spelling | 94.4 | 98.1 | 3.7 | 97.6 | -0.5 | |
| YR 07 Grammar & Punctuation | 98.6 | 98.1 | -0.5 | 95.3 | -2.8 | |
| YR 07 Numeracy | 95.7 | 99.1 | 3.4 | 97.6 | -1.5 | |
| | | | | | | |
| YR 09 Reading | 95.1 | 97.4 | 2.3 | 97.0 | -0.4 | |
| YR 09 Writing | 96.3 | 93.5 | -2.8 | 93.9 | 0.4 | |
| YR 09 Spelling | 96.3 | 94.8 | -1.5 | 97.0 | 2.2 | |
| YR 09 Grammar & Punctuation | 89.0 | 98.7 | 9.7 | 89.4 | -9.3 | |
| YR 09 Numeracy | 92.5 | 98.7 | 6.2 | 90.5 | -8.2 | |

| MEDIAN NAPLAN RESULTS FOR YEAR 9 | |
|----------------------------------|--------|
| Year 9 Reading | 586.20 |
| Year 9 Writing | 594.50 |
| Year 9 Spelling | 602.50 |
| Year 9 Grammar & Punctuation | 577.90 |
| Year 9 Numeracy | 585.20 |

| SENIOR SECONDARY OUTCOMES | |
|---------------------------|------|
| VCE Median Score | 31 |
| VCE Completion Rate | 100% |
| VCAL Completion Rate | 88% |





VCE Achievements

Table 2 Destinations of Year 12 or equivalent completers who participated in the 2013 On Track survey, by gender

| Destination | Female | | Male | | Persons | |
|---|--------|------|------|---|---------|------|
| | n | % | n | % | n | % |
| University | 32 | 80.0 | 0 | | 32 | 80.0 |
| VET Cert IV+ | 5 | 12.5 | 0 | | 5 | 12.5 |
| Trainee | 1 | 2.5 | 0 | | 1 | 2.5 |
| Deferred | 1 | 2.5 | 0 | | 1 | 2.5 |
| <i>Total in education or training</i> | 39 | 97.5 | | | 39 | 97.5 |
| Employed Full Time | 1 | 2.5 | 0 | | 1 | 2.5 |
| <i>Total not in education or training</i> | 1 | 2.5 | | | 1 | 2.5 |
| Total Respondents | 40 | | | | 40 | |

Note: See Table 2a for destinations of completers who deferred tertiary study.

Table 2a Destinations of Year 12 or equivalent completers who participated in the 2013 On Track survey and deferred tertiary study

| Destination | Persons | |
|------------------------|---------|-------|
| | n | % |
| Employed Part Time | 1 | 100.0 |
| <i>Total deferrals</i> | 1 | |

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

PUBLISHED SCHOOL POST COMPULSORY INFORMATION, 2013

VCAA School number: 01339
 VCAA School name: ST ALOYSIUS COLLEGE
 Address locality: NORTH MELBOURNE

School Programs:

| | |
|--|----|
| Number of VCE 3 & 4 Units with enrolments | 47 |
| Number of VET certificates with enrolments | 23 |
| Offers the International Baccalaureate? | No |

Student Cohort:

| | |
|---------------------------------------|-----|
| Number of students: | |
| Enrolled in a VCE 3 & 4 Unit | 114 |
| Enrolled in a VET certificate | 72 |
| Enrolled in VCAL | 15 |
| Per cent applying for tertiary places | 100 |

Student Achievement:

| | |
|---|-----|
| Per cent of satisfactory VCE completions | 100 |
| Per cent of VET units of competence completed | 99 |
| Per cent of VCAL units completed | 88 |
| Median VCE study score | 31 |
| Per cent of study scores of 40 and over | 7.7 |

Student Wellbeing

Goals & Intended Outcomes

Student Wellbeing forms a central pillar of the work conducted at St Aloysius College. At the core of this work has been a commitment to inclusiveness, hospitality, dignity and justice. Accordingly, throughout 2013, we have aimed:

- to continue to develop a culture at the college where wellbeing enhances confidence and resilience and is integral to learning and student achievement
- to continue developing a welcoming and safe environment where all are known
- to continue developing opportunities for the restorative practices program



Achievements

College run forums have provided opportunities for parents, staff and students to learn more about personal wellbeing and cyber-bullying. St Aloysius continued to extend its pastoral care program, with students and staff being involved in reflection days and retreats. Restorative practices have become firmly embedded and learning sessions on cyber-bullying have raised awareness. The Student Leadership program was reviewed with Student Leaders for the Middle School introduced. In the 2013 Insight SRC Student Survey on Wellbeing, St Aloysius was in the top 25% of Catholic schools.

| YEARS 9–12 STUDENT RETENTION RATE | |
|-----------------------------------|--------|
| Years 9–12 Student Retention Rate | 97.00% |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Year 7 | 95.17 |
| Year 8 | 91.59 |
| Year 9 | 90.49 |
| Year 10 | 90.18 |
| Overall average attendance | 91.86 |

Attendance at the College is essential for both wellbeing and learning and teaching. Attendance helps students develop social skills, friendship networks and further develops communication and teamwork skills. In 2013 the average daily attendance at St Aloysius College was almost 95%. Non-attendance was monitored closely in 2013 with parents receiving an SMS when their daughter was absent from the College.



Value Added

With regard to wellbeing, St Aloysius College has an extensive extra-curricular program designed to engage, encourage and involve as many students as possible. These activities include, but are not limited to, the performing arts, sports, academic challenges and social justice. A list of some of the 2013 extra-curricular activities is listed below:



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 |

STUDENT SATISFACTION

The data received by the College from Insight SRC shows a very positive response. Students feel safe at the College and enjoy the wide opportunities available. Observational data from the School Reviewers confirm this view. Over 50% of student responses agreed that teachers made their learning interesting; Over 50% 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. Student motivation 80%; Connectedness of peers 70%; and leaning confidence 60%.



Leadership & Management

Goals & Intended Outcomes

The Leadership and Management Team of the College continued to work on the principles of honesty, integrity, team and openness with a shared commitment and shared celebrations. Specifically within this sphere the College aimed:

- to create and sustain a staff culture that is characterised by a shared mission and vision, a strong sense of team work and a focus on continuous improvement

Achievements

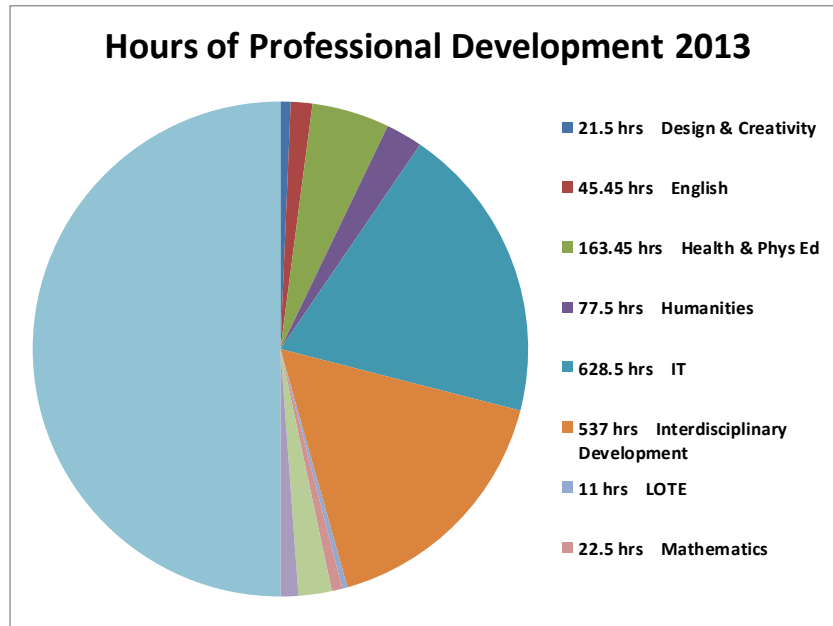
There was an increased focus placed upon the improved understanding of effective leadership and management throughout 2013. The College invested in professional learning with combined Middle and Executive Leadership sessions which explored the meaning of the role of leaders within the Mercy tradition. Furthermore, this focus filtered through to student leadership initiatives such as the Middle Leaders from Year 7 to 9 and a new Academic Captain position. Additionally, 2013 witnessed a review of Middle Leadership positions with the College and the structure of leadership which revealed the potential benefits of introducing a Head of Students and Programs position and the need for an Education and Learning Analytics Administrator.

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------|--------|
| Teaching Staff Attendance Rate | 90.29% |
| STAFF RETENTION RATE | |
| Staff Retention Rate | 93.88% |
| TEACHER QUALIFICATIONS | |
| Doctorate | 5.71% |
| Masters | 20.00% |
| Graduate | 37.14% |
| Certificate Graduate | 5.71% |
| Degree Bachelor | 97.14% |
| Diploma Advanced | 45.71% |
| No Qualifications Listed | 0.00% |
| STAFF COMPOSITION | |
| Principal Class | 4 |
| Teaching Staff (Head Count) | 55 |
| FTE Teaching Staff | 63.650 |
| Non-Teaching Staff (Head Count) | 26 |
| FTE Non-Teaching Staff | 24.250 |
| Indigenous Teaching Staff | 0 |

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2013**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Languages Symposium • Conversation with the Archbishop • SAS A+ Training • Equity Reference Group • Career Practitioners Seminar • School Assessed Task Info Session • Deputy Principal's Seminar • Building Staff Capacity/The Changing Landscape of Catholic Schools • School Based Apprenticeships for Young People with Disabilities • Meet the Examiners Workshop • Secondary Curriculum Leaders • VITTA Technical Conference Committee • AusVELS / Data Analysis / iPads • IMVC VET Working Party • Swinburne University Career Practitioner Seminar • SCSA Executive Council • Auspiced Training Industry Partnerships Conference • Reporting • Peter Vardy Seminar • Girls in Education International Conference • iGod Technology Workshop • International Speaker Series – Didier Pollefeyt • Reporting Refresher • Reporting 1 • Reporting 2 • CONASTA • Inclusive Technology Including Everyone • 2Touch IWB and Workbook Software • Assistive Technologies • Restorative Practices • What is a 21st Century Global Learner? • Catholic Identity: Parent Portal • Wellbeing & Community Partnership Conference | <ul style="list-style-type: none"> • Jacaranda JacPlus/eBook training • ACU Step Up Orientation • Surf Life Saving Certificate Upgrade • Bike Education Instructor Course • Snorkel Supervisor Course • First Aid Training – Anaphylaxis • So You Want to Teach • Meet the Assessors • STAV/AIP Physics Teacher's Conference • VCE Health & Human Development • VCE School Leaders • VCE English & EAL Day • VCE SAC Evening Workshop • STAV VCE Chemistry Conference • VCE Music Teachers' Conference • VCE Unit 1 & 3 HDD • VCE Food & Technology • VCE Media • VET Fashion • Secondary Literacy Network • iPad Setup Mentoring • iPad Setup • iPad Introduction • iPad Introduction 2 • iPads One on One • Understanding Autism Spectrum Condition • Annual Psychology Teachers' Conference • VCAL Induction Day • Kick Start your VCE Art & Studio Arts • School Assess Task Information Session: Visual Communication Design • Caritas Just Leadership Day • Catherine's Story, Our Story – Mercy Leadership Program • Network Administrators Forum 1 |
|---|---|

NUMBER OF STAFF WHO PARTICIPATED IN PL**59****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$310**



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 70% always felt positive about their job and agreed there was a lot of positive staff energy and team work.



College Community

Goals & Intended Outcomes

In 2013 the College aimed to build stronger partnerships, be even more welcoming and improve its communication with all stakeholders. Specifically we aimed:

- to continue to build and grow a school culture that fosters appropriate, authentic and supportive partnerships with parents and the wider community



Achievements

The Parents and Friends' Association continued to meet and provide valuable input into the College. In June 2013 the biennial Italy Trip strengthened ties with our Sister School in Milan - *Educandato Statale Emanuela Setti Carraro dalla Chiesa* and 2013 also witnessed the commencement of a Sister School relationship with a school from Kyoto, Japan – *Seibe Gakuen*; two Seibe Gakuen staff, including the Deputy Principal, and 16 students also visited. 2013 saw an extension of the VCAL Community program with students having increased involvement in a number of activities with our local Primary Schools; students have also run sporting activities with the parishes of St Brendan and St Michaels.

Value Added

With regard to the College Community, St Aloysius College enjoyed a fruitful 2013. There were activities aplenty, including but not limited to social justice events, parent evenings, school production and guest speakers.

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 Alliance of Girls' Schools. 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.

PARENT SATISFACTION

The College experienced pleasing and enhanced numbers of parents to Information Evenings and to Parent-Teacher Interviews throughout 2013. The School Reviewers noted the warm and expansive relationship the College has with the wider community.

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 80% of parents found the academic standards set by the college as adequate to the needs of their daughters, and over 80% were satisfied with the partnership that exists between the College and the parents.

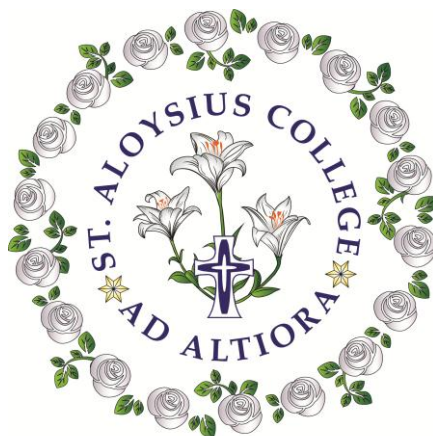


Financial Performance

| REPORTING FRAMEWORK | MODIFIED CASH \$ |
|--|-----------------------------|
| Recurrent income | Tuition |
| School fees | 978,523 |
| Other fee income | 832,040 |
| Private income | 120,559 |
| State government recurrent grants | 1,070,619 |
| Australian government recurrent grants | 3,985,661 |
| Total recurrent income | 6,987,402 |
| | |
| Recurrent Expenditure | Tuition |
| Salaries; allowances and related expenses | 5,101,756 |
| Non salary expenses | 2,429,531 |
| Total recurrent expenditure | 7,531,287 |
| | |
| Capital income and expenditure | Tuition |
| Government capital grants | 153,550 |
| Capital fees and levies | 193,427 |
| Other capital income | 5,544 |
| Total capital income | 352,521 |
| Total capital expenditure | 846,782 |
| | |
| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 18,383 |
| Total closing balance | 396,000 |

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.



St Aloysius College
NORTH MELBOURNE