

St Aloysius College, North Melbourne



2014 ANNUAL REPORT to the School Community

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 – A Ministry of Mercy Education Limited 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
- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015

Our College Vision



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 owned by the Sisters of Mercy and governed by Mercy Education Ltd. The College provides an education founded in the way of Mercy, with Christ as our guiding light and in the spirit of Catherine McAuley. St Aloysius College seeks to recognise, appreciate and develop the gifts of all in a spirit of collaboration, generosity, hospitality and service. An education in the way of Mercy 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 2014 the College had a student body of 473 from Year 7 to 12. The College is fully committed to continuing to build a sustained climate where each girl is engaged and enthused by the wonder of learning and where each staff member is a role-model for life-long learning. Our students have been encouraged to strive for higher things by being self-aware, reflective, tolerant, compassionate and responsibly independent in both thought and action. They are always encouraged to look beyond themselves and dream of what may be, by contributing to the world in which they live and by maintaining healthy and positive lifestyles.

Principal's Report

The past year has been witness to so many exciting developments at St Aloysius College; our Mercy story and ethos continued to drive, shape and grow our community engagement and social outreach programs. Perhaps the best way to paint the picture at St Aloysius College is simply to say 'Mercy in Action'. Our family community has continued to grow and this has coincided with significant building works, a significant focus on staff formation and a significant endeavour to re-focus our learning and teaching, using both data and pedagogy as springboards for greater student engagement and better outcomes. Nevertheless, the heartbeat of St Aloysius College is very much Mercy and Mercy continues to enliven and provide meaning for all our activities, direction and purpose.

The School Annual Action Plan in 2014 sought to foster a high quality learning environment which was permeated by high quality teaching pedagogy and a focus on improved student outcomes. A firm area of expansion during this period has been within the area of Learning Analytics. The Gifted and Talented Education Program and the STEM program at Years 7-10 have grown in depth over the course of the year. Our focus continues to be about creating a community of highly engaged learners with a student-centred, inquiry approach to learning.

Furthermore, the Plan recognised the need and provided a commitment to continue the development of a culture of positive wellbeing that embraced resilience and independence in tandem with an enhanced learning environment. The Plan had a strong emphasis on staff with an ongoing commitment to teamwork and the further development of a professional learning environment. Throughout the Plan the commitment to further developing a community centred upon strong, relevant and productive relationships has been of central importance.



Education in Faith

Goals & Intended Outcomes

St Aloysius College has sought to foster a contemporary experience of faith for all members of our community within the Catholic tradition and the Mercy charism. Specifically it has aimed:

- that teachers' personal knowledge and understanding of Catholic traditions, doctrine and pedagogy will improve;
- that an understanding and appreciation of the importance of being part of a Catholic school is owned and deepened in all members of the College community;
- that there will be a comprehensive and progressive Religious Education program.



Achievements

2014 was a 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 our local Parishes and social justice activities, notably for Caritas, have continued to be prominent. The Staff were provided with a Staff Spirituality 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 held a whole-school Mass and important Feast Days such as Mercy Day and St Aloysius Day which were enthusiastically celebrated. Religious Education is compulsory at all year levels. Social justice was given high prominence in 2014 with support of the Sisters of Mercy mission. Student Leadership in 2014 included a Year 7 to 12 Social Justice Team and Mission Team.



VALUE ADDED

Our Catholic identity and culture were regularly celebrated with substantial daily opportunity for prayer and liturgy, alongside parental involvement opportunities at information evenings. 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.

Throughout the fortnightly College newsletter and website, activities and programs that have contributed to achieving the goals of Education in Faith were presented.

Learning & Teaching

Goals & Intended Outcomes

At St Aloysius College we continue to ‘Strive for Higher Things’ by aiming to provide relevant, diverse and comprehensive teaching and learning opportunities. Specifically in 2014, the College Teaching & Learning goal was:

- To foster high quality contemporary teaching practice, which in consequence
 - Improves learning outcomes for all students
 - Fully engages students in stimulating learning environments

Achievements

Learning and Teaching remains our core business. The past year has welcomed a new structure to how learning and teaching is organised, with a new Committee and Charter based upon ensuring there is a mix of staff experiences and expertise. 2014 was witness to many changes and developments within the College’s learning and teaching structures and programs, including the continued implementation of the AusVELS curriculum, and our expanded language offerings at Year 7, as Italian was joined by French and Japanese. It also saw the design and development of the new Year 7 and 8 STEAM (Science Technology Engineering Arts Mathematics) and Year 9 and 10 STEM (Science Technology Engineering Mathematics) Programs which will be launched in 2015 as an integrated subject with a student-centred and inquiry approach to learning.



The Gifted and Talented Education (GATE) Program conducted a number of enrichment programs throughout the year of which Mission to Mars, Science and Mathematics Competitions as well as the Da Vinci Decathlon were just a sample of the range of offerings.

The newly refurbished Year 7 learning spaces were greatly anticipated and thoroughly enjoyed throughout 2014, and before the commencement of classes in 2015, several more of the College learning spaces will also be refurbished, resulting in over 50% of the learning spaces within the College being redeveloped within just the last year and a half.



In alignment with the goal and outcomes, as well as the Mission Statement, the College continued to focus on creating a community of learners, including professional learning for staff in order to allow the College to continue to build on and expand its expertise in incorporating technology within the classroom, as well as continuing to build expertise across a range of subject areas.



STUDENT LEARNING OUTCOMES

NAPLAN data for 2012 – 2014 focusing on the percentage of students meeting the required minimum standards has remained consistently high, with over 90% of all Year 7 students and more than 95% of Year 9 students reaching this standard. When following a cohort of Year 7 students to Year 9 in terms of NAPLAN data, the growth in the number of students attaining this minimum standard has also increased.

NAPLAN TESTS	2012 %	2013 %	2012-2013 Changes %	2014 %	2013-2014 Changes %
Y7 Reading	99.1	96.5	-2.6	97.3	0.8
Y7 Writing	98.1	98.8	0.7	96.0	-2.8
Y7 Spelling	98.1	97.6	-0.5	96.0	-1.6
Y7 Grammar & Punctuation	98.1	95.3	-2.8	92.0	-3.3
Y7 Numeracy	99.1	97.6	-1.5	97.3	-0.3
Y9 Reading	97.4	97.0	-0.4	100	3.0
Y9 Writing	93.5	93.9	0.4	95.5	1.6
Y9 Spelling	94.8	97.0	2.2	98.9	1.9
Y9 Grammar & Punctuation	98.7	89.4	-9.3	97.7	8.3
Y9 Numeracy	98.7	90.5	-8.2	100	9.5

MEDIAN NAPLAN RESULTS FOR YEAR 9

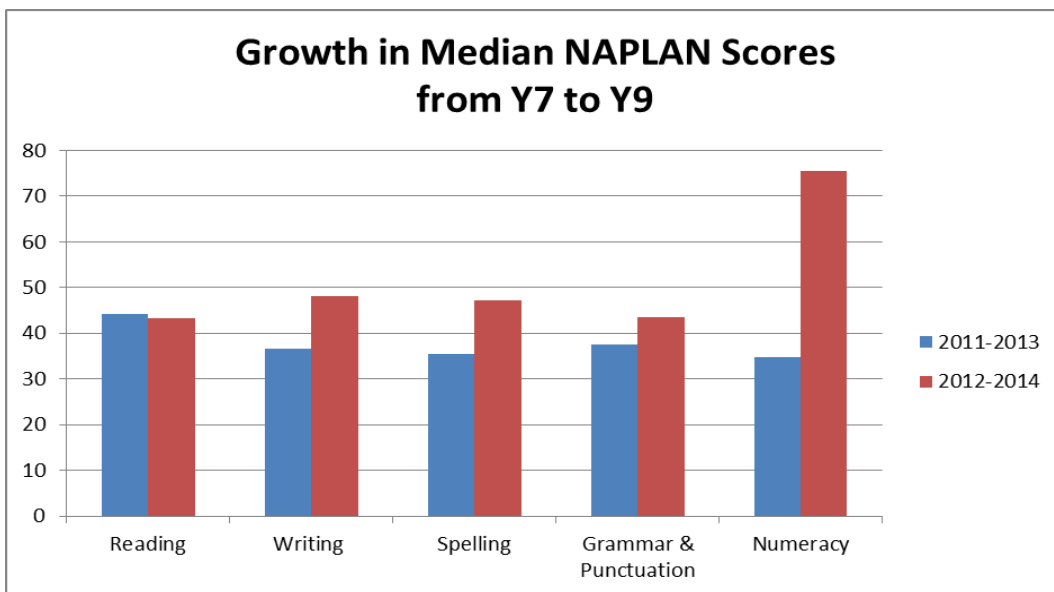
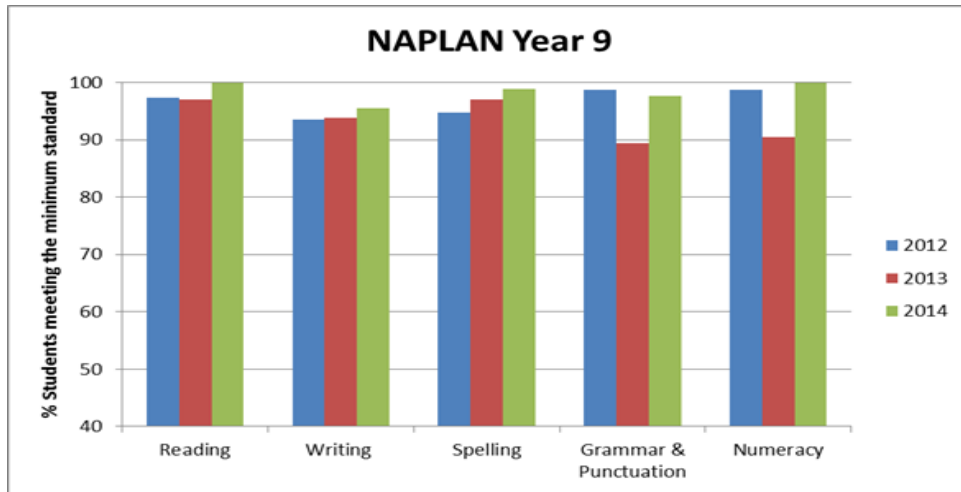
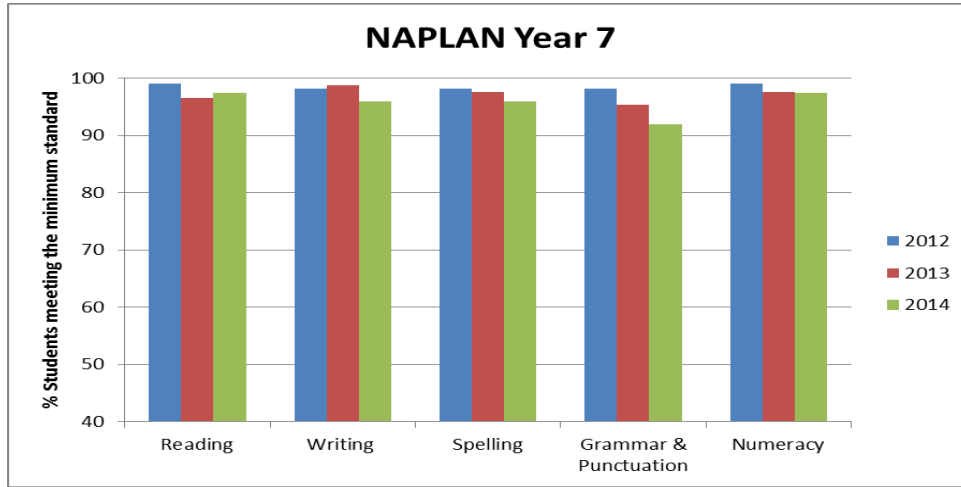
Y9 Reading	611.5
Y9 Writing	606.2
Y9 Spelling	639.1
Y9 Grammar & Punctuation	617.2
Y9 Numeracy	625.2

SENIOR SECONDARY OUTCOMES

VCE Median Score	31
VCE Completion Rate	100%
VCAL Completion Rate	99

Growth from Y7-Y9

YEAR	2011-13	2012-14
Reading	44.2	43.2
Writing	36.5	48.2
Spelling	35.5	47.3
Grammar & Punctuation	37.5	43.5
Numeracy	34.75	75.6



POST-SCHOOL DESTINATIONS AS AT 2013	
Tertiary Study	80.3%
TAFE / VET	19.7%
Apprenticeship / Traineeship	4.4%
Deferred	6.6%
Employment	2.2%

PUBLISHED SCHOOL POST COMPULSORY INFORMATION, 2014

VCAA School number: 01339

VCAA School name: ST ALOYSIUS COLLEGE

Address locality: NORTH MELBOURNE

School Programs:

Number of VCE 3-4 Units with enrolments	40
Number of VET certificates with enrolments	16
Offers the international Baccalaureate (Diploma)?	No

Student Cohort:

Number of students:	
Enrolled in a VCE 3-4 Unit	94
Enrolled in a VET certificate	141
Enrolled in VCAL	16
Percentage applying for tertiary places	97

Student Achievement:

Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baccalaureate)	4
Percentage of VET units of competency completed	79
Percentage of VCAL units completed	99
Median VCE study score	31
Percentage of study scores of 40 and over	5.0

Student Wellbeing

Goals & Intended Outcomes

- **Embed restorative practices as a whole school approach in order** to provide a framework that allows community members to build, maintain and restore relationships. Restorative Practices aims to build capacity to enable students to self-regulate behaviour and can contribute to the improvement of learning outcomes.
- **Monitor student attendance on a regular basis** to ensure that students attend school regularly and thus have full access to learning opportunities. Advising parents of student absence in a timely manner is a priority.
- **To ensure that the extra-curricular programs** offered to our students provide a breadth of opportunities and experiences



In 2014, Student Wellbeing has been high on the agenda. A review of the College's Pastoral Programs occurred and Stage One of the review recommended the introduction of Wellbeing afternoons for Years 9 and 10 which have now commenced. Furthermore, both a full-time School Counsellor and a College Chaplain were appointed, with Sister Carmel already making numerous home visits, particularly to the families of our Year 7 students. Our Parent/Teacher/Student communication processes were reviewed with standardised record keeping process implemented. A new Student Management Plan was implemented with greater acknowledgement of the role of the Pastoral Leader in all communications. The Management Plan recognises and emphasises the inextricable link between learning and wellbeing. The College continued to run forums to provide opportunities for parents, staff and students to learn more about thinking skills. The College crest was reviewed and the introduction of the new crest has created a modern image whilst maintaining links with our Mercy Story. The College Uniform was also reviewed. A new and modern design was finalized, ready for a January 2015 implementation for all Year 7 students.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	81.82%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	97.12
Year 8	96.35
Year 9	96.72
Year 10	95.47
Overall average attendance	96.42



VALUE ADDED

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 2014 extra-curricular activities is listed below:

Sample of the range of extra – curricular activities offered

- Sport
- House Activities
- Outdoor Education
- Instrumental Music
- Enrichment/extension activities
- Debating
- Musical Production
- GATE Program
- Language Tours
- Interstate tours
- Immersion Programs
- Community Service opportunities
- Frayne Festival
- External Community Partnership Programs –
eg: MUNA – Rotary & The North Way
Program at The Huddle NM Football Club.
- Social Justice Activities – within the College and the community



Leadership & Management

Individual and Team Coaching has commenced for all Senior Leadership Team Members with the intent of better understanding our leadership capacity, capabilities and styles, ensuring a complementary team of skills and contributions. Furthermore, the Middle Leaders completed a training program with emphasis on a better understanding of innovation and creativity in the educational context. The Student Leaders also were inducted in Mercy Leadership Formation through a residential program

Goals & Intended Outcomes

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

- Improved systems of communication, feedback and appraisal
- Assigned mentors to staff with POLs and provide PD when necessary. Reviewed staff with POLs using external surveys and the ARM. Provided future growth in leadership capacity by extending POL staff in their roles and also encouraging existing staff for future POL roles.
- Developed procedures that are consistent and meet the current Award. All employee issues were undertaken in a professional, timely and consistent manner.
- The College continued to encourage and support existing staff to grow and to build capacity; with an increased focus on staff ownership of responsibilities, enabling them to grow in their role(s).

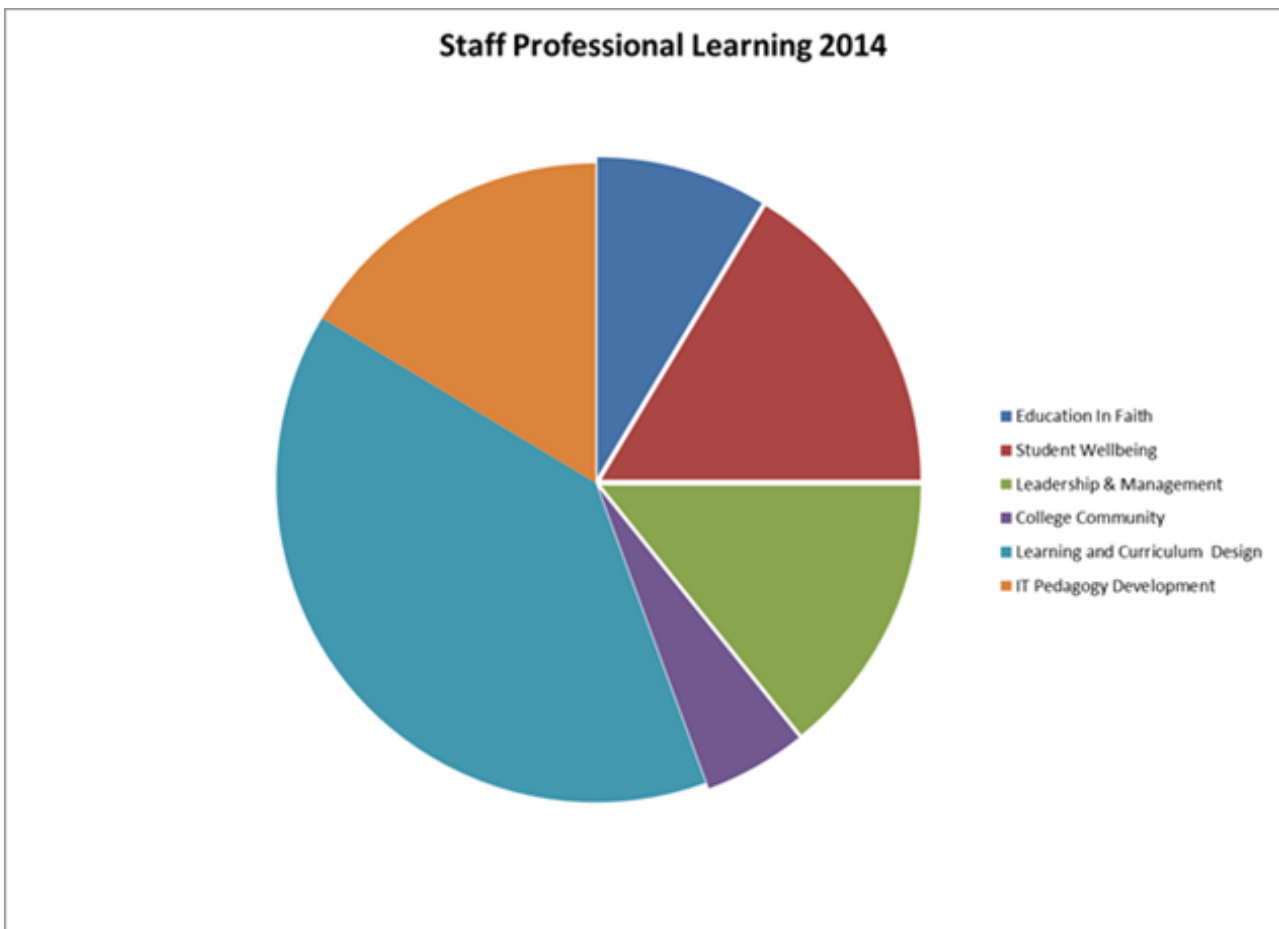
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91%

STAFF RETENTION RATE	
Staff Retention Rate	79.55%

TEACHER QUALIFICATIONS	
Doctorate	6.06%
Masters	27.27%
Graduate	39.39%
Certificate Graduate	12.12%
Degree Bachelor	96.97%
Diploma Advanced	39.39%
No Qualifications Listed	3.03%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	54
FTE Teaching Staff	62.320
Non-Teaching Staff (Head Count)	23
FTE Non-Teaching Staff	23.190
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2014	
Please refer to Graph	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL	57
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$250.00



College Community

Goals & Intended Outcomes

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



Achievements

- In 2014 we continued to strengthen our association with the local primary schools by mutual visits and collegial dialogue through the Discovery Days. These days were designed for students from primary schools to experience a day in the life of a St Aloysius student. Invitations were sent to Grade 4 or 5 students to experience Science and Food Technology practical tasks.
- Our VCAL students played an integral part in assisting the primary schools with their sport activities.
- We strengthened our relationships with feeder primary schools by conducting school visits.
- The College hosted a dinner event inviting feeder primary school Principals.
- We continued with the St Aloysius Prize: recognizing two Grade 5 students per feeder primary school for *Academic Excellence* and two for *Academic Endeavour*.
- We continued with the Catherine McAuley Sponsorship program, providing financial support to families of Year 7 students, as recommended by relevant primary schools.
- Parent Forum: presented to parents a session dedicated to understanding teenage mind habits. A community information session was presented to prospective parents in nearby Yarraville.
- A Parent breakfast was hosted by Parents & Friends Association.
- An Orientation Day Morning Tea was held for new families to St Aloysius.
- Mercy Connect volunteers visited students with refugee backgrounds and assisting them socially and academically.
- Japanese Exchange – host families were organised for visiting students from Japan.
- Foundation of St Aloysius Alumni.

VALUE ADDED

- *The feedback from students regarding 'Discovery Days' has been most favourable. St Aloysius has been introduced to many prospective Year 7 students by inviting them to experience a day in the life of the College.*
- *Our increased enrolment numbers for Year 7 2015 can be partially attributed to the development of closer connections with our feeder primary schools.*
- *Our commitment to supporting parents financially through the McAuley Sponsorship Program increases the commitment of families to the College.*
- *Our Japanese Exchange Program, continuing in 2015 has allowed our students and their families to establish relationships with their Japanese 'sisters'. Our students are increasingly interested in continuing their study of Japanese.*
- *Increasing the involvement of parents in the life of the College has created a strong foundation for College fundraising projects.*



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income		Tuition
School fees		950,921
Other fee income		139,045
Private income		132,818
State government recurrent grants		958,440
Australian government recurrent grants		3,993,240
Total recurrent income		6,174,464
Recurrent Expenditure		Tuition
Salaries; allowances and related expenses		4,956,075
Non salary expenses		2,599,770
Total recurrent expenditure		7,555,845
Capital income and expenditure		Tuition
Government capital grants		-
Capital fees and levies		788,741
Other capital income		-
Total capital income		788,741
Total capital expenditure		1,006,681
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		396,000
Total closing balance		667,940

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.

