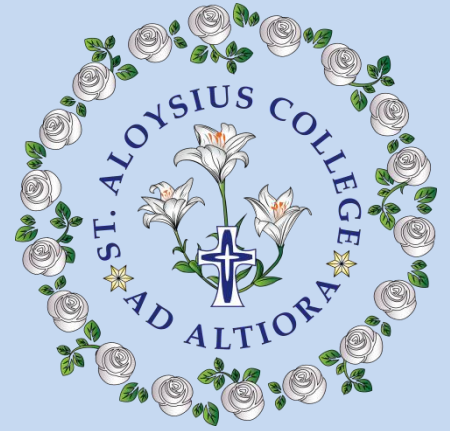


2015

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Aloysius College
North Melbourne

REGISTERED SCHOOL NUMBER: 0605

Contents

Contact Details	2
Minimum Standards Attestation	2
Our College Vision	3
College Overview.....	4
Principal’s Report.....	5
Education in Faith	6
Learning & Teaching	8
Student Wellbeing	14
Leadership & Management.....	19
College Community	22
Financial Performance	25
VRQA Compliance Data	26

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
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

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 charisma 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 2015 the College had a student body of 503 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

This Annual Report is, in its entirety, a summary of the progress we have all made in 2015 as the community of St Aloysius College. We are a College founded on Mercy values and we are a College with a proud, and long, history; our staff, student and parent body is one focussed upon individual and group achievement, aspirant in endeavour, confident in self, respectful of the past and now well-positioned to harness the wonderful opportunities of the present. 2015 has witnessed growth and change, progress and reflection, challenge and innovation; in all domains and within all educational theatres, improvement has been key.

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. Nearly a dozen classrooms were completely refurbished with new carpets, painting, furniture and lockers; improved wiring for technology allowed greater use of digital resources including touch computers and improved heating and cooling added to the classroom environments.

The philosophy behind learning and teaching has again centred upon ensuring that all our students have access to the very best opportunities, and that all staff have access to tailored and relevant professional learning opportunities. 2014 commenced with a review of all educational programs, with 2015 witnessing the implementation of these, including a genuine and committed focus within the STEM area. Indeed in July 2015 we opened our new STEM and STEAM Centre and subsequently *Coding and Design* has proven to be a very popular inclusion in our new and innovative trimester elective program.

In 2015 the recently reviewed Pastoral Program was delivered to students in Years 7 to 10 and in 2016 this successful program has been extended to all year levels. In 2015 St Aloysius participated in the SIF Review an offshoot of this saw a number of Parent Forums offered in order to further enhance the home-school partnership and to support our parent body. These forums have covered a range of helpful topics, including Positive Parenting, raising Resilient Girls and Cyber-safety.

Throughout all, the Mercy charism and story has shaped and guided our every decision. This revealed the tremendous willingness of St Aloysius students to engage practically in the service of others – to *be* Mercy – through our unity and solidarity with those who are marginalised or disadvantaged. Importantly, these actions demonstrated the essence of our 2015 College theme: *We should be a shining lamp giving lights to all those around us.*



I take this opportunity to acknowledge the hard work of everyone at our College in contributing to the exciting developments at St Aloysius College.

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 in the Mercy Tradition is owned and deepened in all members of the College community
- That there will be a comprehensive and progressive Religious Education program from Year 7 through to Year 12
- That vocal prayer be given an explicit focus in all Pastoral Groups to begin each day
- That there will be opportunities for students to engage in awareness and fundraising for social justice issues



Achievements

2015 was a successful year in the sphere of Education in Faith with all staff supporting the Catholic traditions of the College. In the 2015 Insight SRC Survey on Catholic Culture, all indicators showed improvement since the last time the survey was taken in 2013. The College has worked tirelessly to ensure that 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 and St. Vincent de Paul have continued to be prominent. The Staff were provided with a Spiritual Day, led by Sr Karon Donnellon rsm focussing on the Mercy charism. 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 and facilitated within the College by the Head of Catholic Identity and Action (Approval codes SACs 36-65).

The Pastoral Care system at St Aloysius College is strongly grounded in Education in Faith. Students are organized into 19 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 2015 by aligning each of our four Houses with a Mercy supported organisation. Student Leadership in 2015 included a Year 7 to 12 Social Justice Team, and a staff Mission Team assisted in ascertaining our direction as a Catholic school in the Mercy tradition.



VALUE ADDED

Through the College website, 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 or specific programs:

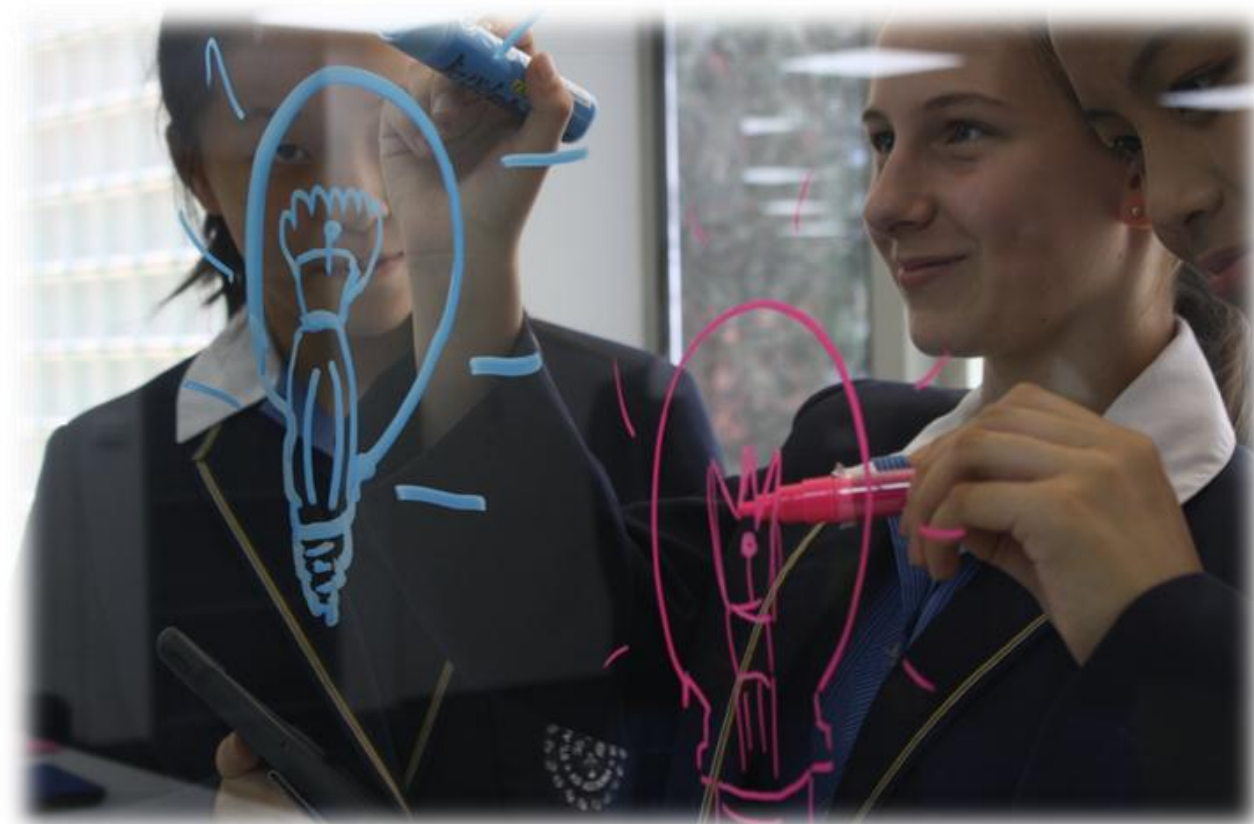
- Prayer and liturgy, alongside parental involvement opportunities at information evenings and the like
- Year 12 students enjoyed a retreat whilst other year levels were involved in reflection days
- Outreach programs continued to be a focus
- Staff continued their extensive professional development, furthering a joint commitment towards achieving the College vision and mission.
- *Accreditation to Teach in a Catholic School* - seminars for staff made regularly available
- Students to engage in awareness and fundraising for social justice issues, including College House activities, Seeds of Justice, Winter Sleep Out

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 2015, the College Learning and Teaching goals were:

- That student learning outcomes will continue to improve with students being fully engaged in a stimulating learning environment
- Utilisation of a variety of learning technology
- Establish models of curriculum and classroom practice that make effective use of e-learning
- Focus upon improving Assessment, Leadership & Innovation.



Achievements

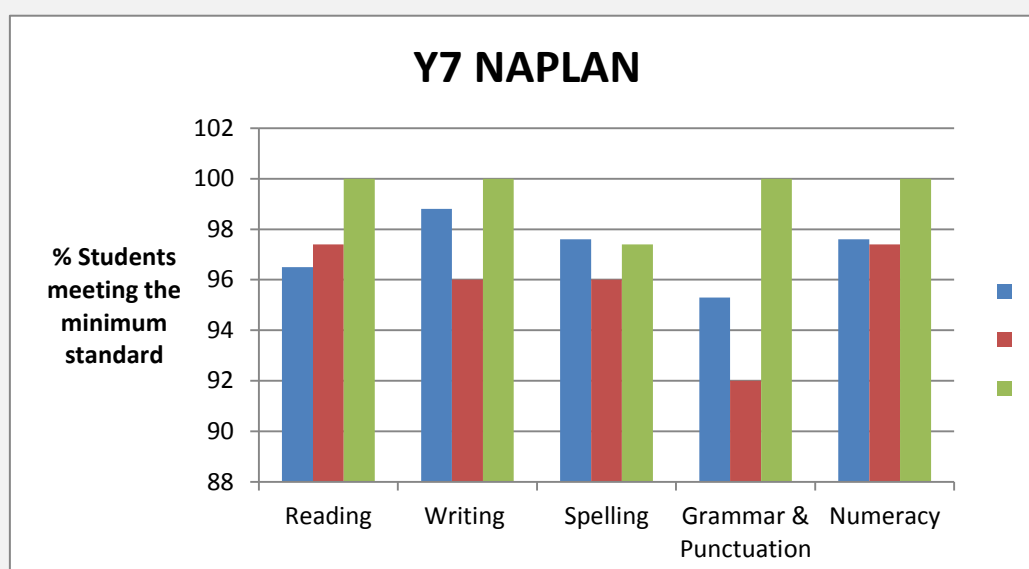
- Improvement in student access to programs and learning outcomes:
 - Teachers actively contributing to a professional learning community through networking, evidence-based reflection and challenges to practice. Continue professional learning for staff around differentiated and personalised learning in the 21st Century. Staff engaging in conversations regarding professional performance

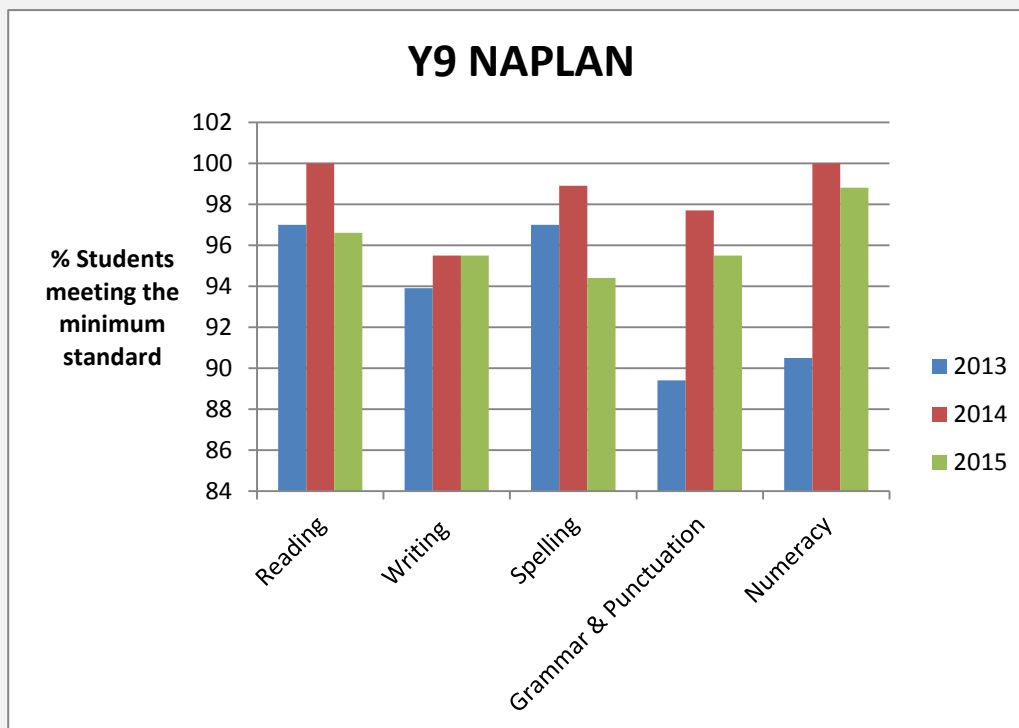
- Learning Analytics Committee created to focus on analysing student performance data, understanding how to identify rates of growth in student performance and how to equip staff with knowledge and skills to use data to improve pedagogy and student academic improvement
 - Extra Year 12 classes in Term 3 and Year 12 Mentor Groups
 - Co-Curricular Programs: some new co-curricular programs eg. Art Club, Chess Club, new Music Ensembles
 - Introduction of Learning Boards in Year 7 and 8 classrooms - Learning Objectives/Learning Outcomes displayed in classes providing as a consistent language to aid student engagement and support differentiation of curriculum tasks
 - Teaching staff presenting to teaching staff curriculum and classroom practice that make effective use of e-learning
 - Supporting all staff in attendance to Professional Learning opportunities that offer a variety of topics including changes in technology, e-learning options and pedagogy
- 
- Focus upon improving Assessment, Leadership and Innovation:
 - Middle Leaders Program – series of workshops for Middle Leaders focussing on innovation
 - Introduction of Learning Management System software package that is designed to support effective curriculum design and lesson planning whilst collecting data both academic and pastoral. This LMS fosters regular feedback with a view to incorporate continuous feedback to students and parents/guardians in 2016.
 - Students utilising a variety of technology and being fully engaged in a stimulating learning environment:
 - The open and dynamic work space has allowed for the smooth introduction of our Year 7 and 8 STEAM (Science Technology Engineering Arts Mathematics) and Year 9 and 10 STEM (Science Technology Engineering Mathematics) integrated subjects. The inclusion of Arts within the Year 7 and 8 streams has emphasised a creative mindset approach to the array of challenges and projects of which the subject was composed
 - The Gifted and Talented Education (GATE) program has continued to grow throughout 2015, providing students in Years 8 and 9 with a range of activities, excursions and problems to challenge their thinking and problem solving skills. Students in Year 7 were invited to experience the program during Term 4 as an introduction to the GATE opportunities.

STUDENT LEARNING OUTCOMES

NAPLAN data for 2013-2015 focusing on the percentage of students meeting the required minimum standards has remained consistently high, with 100% of all Year 7 students in almost all domains and more than 95% of Year 9 students reaching this standard. A comparison of the median NAPLAN scores for Year 7 show St Aloysius to be higher than the State in almost all domains and Year 9 to be considerably higher across the board.

NAPLAN TESTS	STUDENTS ACHIEVING THE MINIMUM STANDARD (%)				
	2013	2014	2013-2014 Change	2015	2014-2015 Change
Y7 Reading	96.5	97.4	0.9	100.0	2.6
Y7 Writing	98.8	96.0	-2.8	100.0	4.0
Y7 Spelling	97.6	96.0	-1.6	97.4	1.4
Y7 Grammar & Punctuation	95.3	92.0	-3.3	100.0	8.0
Y7 Numeracy	97.6	97.4	-0.2	100.0	2.6
Y9 Reading	97.0	100	3.0	96.6	-3.4
Y9 Writing	93.9	95.5	1.6	95.5	0
Y9 Spelling	97.0	98.9	1.9	94.4	-4.5
Y9 Grammar & Punctuation	89.4	97.7	8.3	95.5	-2.2
Y9 Numeracy	90.5	100.0	9.5	98.8	-1.2

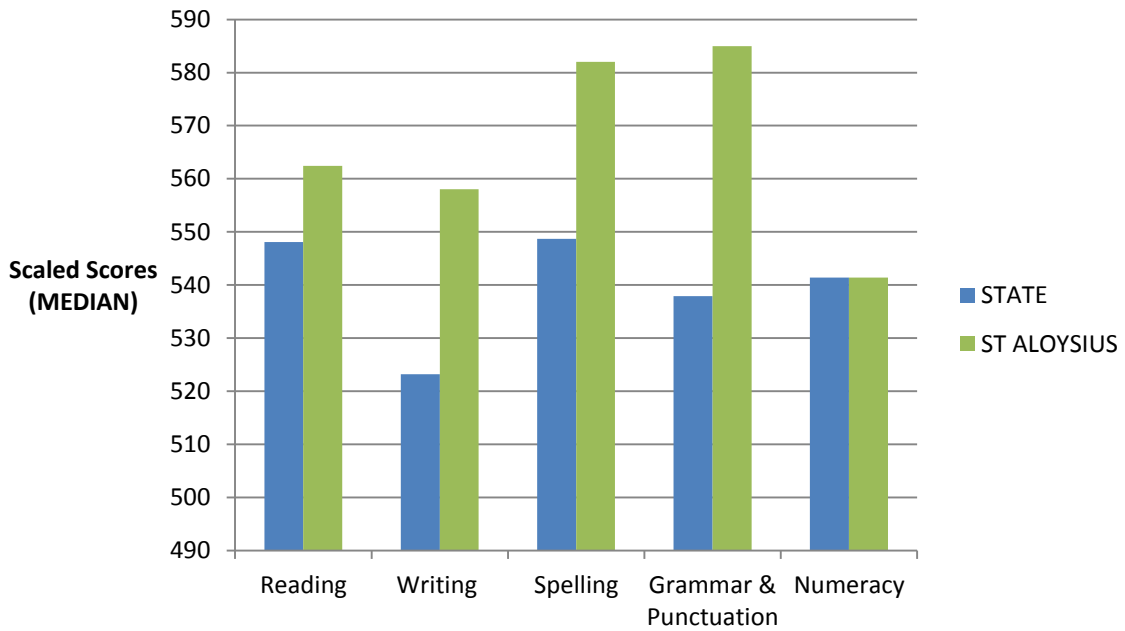




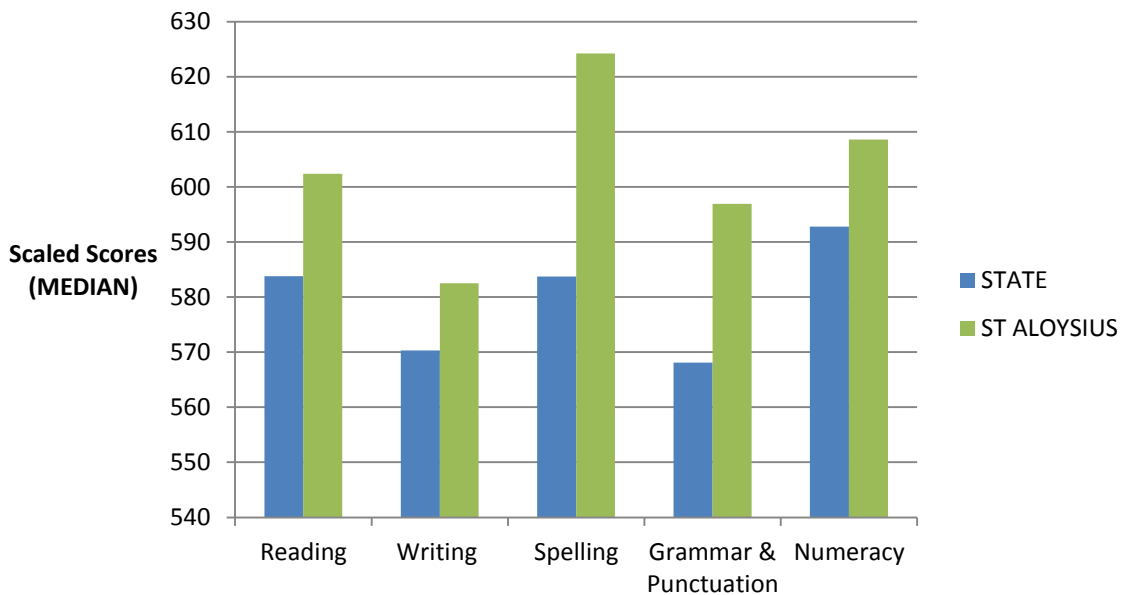
MEDIAN NAPLAN RESULTS FOR YEAR 7 (Scaled score)	
YEAR	2015
Y7 Reading	562.4
Y7 Writing	558.0
Y7 Spelling	582.0
Y7 Grammar & Punctuation	585.0
Y7 Numeracy	541.4

MEDIAN NAPLAN RESULTS FOR YEAR 9 (Scaled score)	
YEAR	2015
Y9 Reading	602.4
Y9 Writing	582.5
Y9 Spelling	624.2
Y9 Grammar & Punctuation	596.9
Y9 Numeracy	608.6

Y7 NAPLAN School Comparison to the State



Y9 NAPLAN School Comparison to the State



New graphs above show the median scores in the two tables compared with the State.

SENIOR SECONDARY OUTCOMES	
VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	91%

POST-SCHOOL DESTINATIONS AS AT 2015	
Tertiary Study	80.9 %
TAFE/ VET	10.6 %
Apprenticeship/ Traineeship	0 %
Deferred	6.4 %
Employment	2.1 %

PUBLISHED SCHOOL POST COMPULSORY INFORMATION, 2015

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

School Programs:

Number of VCE 3-4 Units with enrolments	39
Number of VET certificates with enrolments	13
Offers the International Baccalaureate (Diploma)?	No

Student Cohort:

Number of students:	
Enrolled in a VCE 3-4 Unit	104
Enrolled in a VET certificate	112
Enrolled in VCAL	18
Percentage applying for tertiary places	99

Student Achievement:

Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baccalaureate)	9
Percentage of VET units of competency completed	88
Percentage of VCAL units completed	91
Median VCE study score	30
Percentage of study scores of 40 and over	5.1

Student Wellbeing

Goals & Intended Outcomes

- To build on our restorative framework practices to embed a whole school approach to student wellbeing; to provide a framework that outlines the shared role of teaching staff and College Personnel in the management of student wellbeing issues
- To audit and update the Pastoral Care Program. This will ensure that the Pastoral Care Program delivered to students is relevant and suited to the contemporary issues facing adolescent girls
- Analyse the SIS Student Wellbeing data and identify trends and areas for further improvement
- To develop the Parent Forum program which offers a range of topics to support and educate parents on contemporary issues around raising adolescent girls.
- To implement an improved Year 7 Transition Program to enhance the transition of our Year 7 Students and to provide opportunities for students and their parents to make a supported and seamless transition to Year 7 at St Aloysius College



Achievement

- To build on our restorative framework practices to embed a whole school approach to student wellbeing:
 - Student Wellbeing continues to remain high on the agenda. Our Student Management Plan underpins our student wellbeing practices and our belief that there is an inextricable link between student wellbeing and academic outcomes. All staff share the responsibility for student wellbeing at St Aloysius College.

 - To audit and update the Pastoral Care Program:
 - Our Restorative Practice Framework is now firmly embedded in our student management practices. A number of staff professional development sessions have been facilitated to allow staff to explore the ways that the restorative framework can assist in the building and maintenance of healthy relationships for all members of our community. Further professional development has been offered to staff on a range of wellbeing topics such as mandatory reporting and self-harm. In light of this the student counselling referral process has been refined and clarified for all staff members
 - In 2015 Pastoral Program was audited by the Head of Students and Programs and the Year Level Team Leaders. The updated program was delivered to students in Years 7 – 8 on a fortnightly basis and to Years 9 & 10 on a scheduled afternoon in each term. A range of topics were developed and delivered including, wellbeing programs, Mercy in Action projects cyber-safety, study skills, co-curricular activities and learning development.

 - Analyse the SIS Student Wellbeing data and identify trends and areas for further improvement:
 - In response to our Student Wellbeing SIS data, an Education Consultant was engaged to run a series of Student Focus Groups. The data from these Focus Groups was then presented to staff in order to enhance our collective understanding of student wellbeing at our College, including areas for further development.

 - To develop the Parent Forum program which offers a range of topics to support and educate parents on contemporary issues around raising adolescent girls:
 - A number of Parent Forums were offered in order to further enhance the home-school partnership and to support our parent body. These forums were offered by experts in the field and covered a range of helpful topics, such as Positive Parenting.

 - To implement an improved Year 7 Transition Program
 - Moving to secondary school is an exciting milestone. St Aloysius College's unique TLC Program ensures that girls and their families are supported at this exciting time, making friends and becoming valued members of our community well before they begin Year 7.
- Attendance Information
 - Electronic rolls are marked each lesson. Parents are notified via SMS of student absences. Pastoral Leaders and Year Level Team Leaders monitor and follow up student absences.

YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	93.75%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y07	95.82
Y08	94.94
Y09	95.46
Y10	94.32
Overall average attendance	95.14



VALUE ADDED

St Aloysius College has an extensive Co-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 2015 extra-curricular activities is listed:



Sport:

- House Activities
- Year Level House Sport Competition
- Sport Carnivals
- Inter-school Sport

Outdoor Education:

- Year Level Outdoor Education Camps

Performing Arts:

- Instrumental Music
- Musical Production
- Music Ensembles

Academic Enrichment:

- GATE Program
- Debating
- Curriculum –based Enrichment/extension activities
- Language Tours
- Interstate tours
- Immersion Programs

Community:

- External Community Partnership Programs – eg: MUNA – Rotary and The North Way Program at The Huddle NM Football Club.
- Frayne Festival – (Mercy Schools)
- Social and Environmental Justice – themed activities
- Community Service opportunities





STUDENT SATISFACTION

Safe Environment

According to SIS data a safe environment was rated very highly. Students rated safety very highly – 85; Connectedness to Peers – 70

Communication

Compassion and Social Justice were given high importance from students: 64 and 66 respectively. Teamwork and Ownership scored in the top 15% of the State.

Relationship With Teachers:

Teacher Confidence was rated very highly at 81 and students themselves rating Motivation at 66. Teaching and Learning combined are in the top 20% of the state.

Leadership & Management

Goals & Intended Outcomes

- To create and sustain a staff culture that is characterised by a shared mission and vision, improved level of clarity of roles and communication and a focus on continuous improvement.
- To maintain a college environment that is pleasant, secure and functional to support 21st century learning and teaching.

Achievements

- Improved systems of communication, feedback and appraisal:
 - The implementation of the new Learning Management System – *Teach* (staff), *Learn* (students), *Engage* (parents), is designed to aid communication, safely store college documentation eg. policy documentation and course outlines. The LMS is the platform used to introduce continuous reporting; pastoral information, data analysis and communication with students and parents
 - Middle Leaders were instrumental in guiding teaching staff into updating course documentation, creating visible to parents and students various assessment and feedback, and supporting staff through the learning of how to use the new system
 - ARM processes include non-teaching as well as teaching staff. Review methods are employed for teaching staff aligned with AITSL Standards.
- Overhaul of Policies and Procedures to maintain relevance to the compliant functioning of College Programs, Management and Leadership throughout the organisation:
 - Introduction of trained Contact Officers and developed procedures and policies to improve a safe, respectful working environment
 - All expectations of staff are consistent and meet the current Award
- Safety, security and upgrading of facilities:
 - Completion of building works means secure gated access to school from Brougham Street and an upgraded, secure pedestrian gate from Curran Street is available
 - Completion of STEM Centre
 - Emergency Management Plan – upgraded with staff trained. Improved evacuation procedures and location
 - Staff ID cards and student ID cards allow for electronic sign in/out.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.13%

STAFF RETENTION RATE	
Staff Retention Rate	70.73%

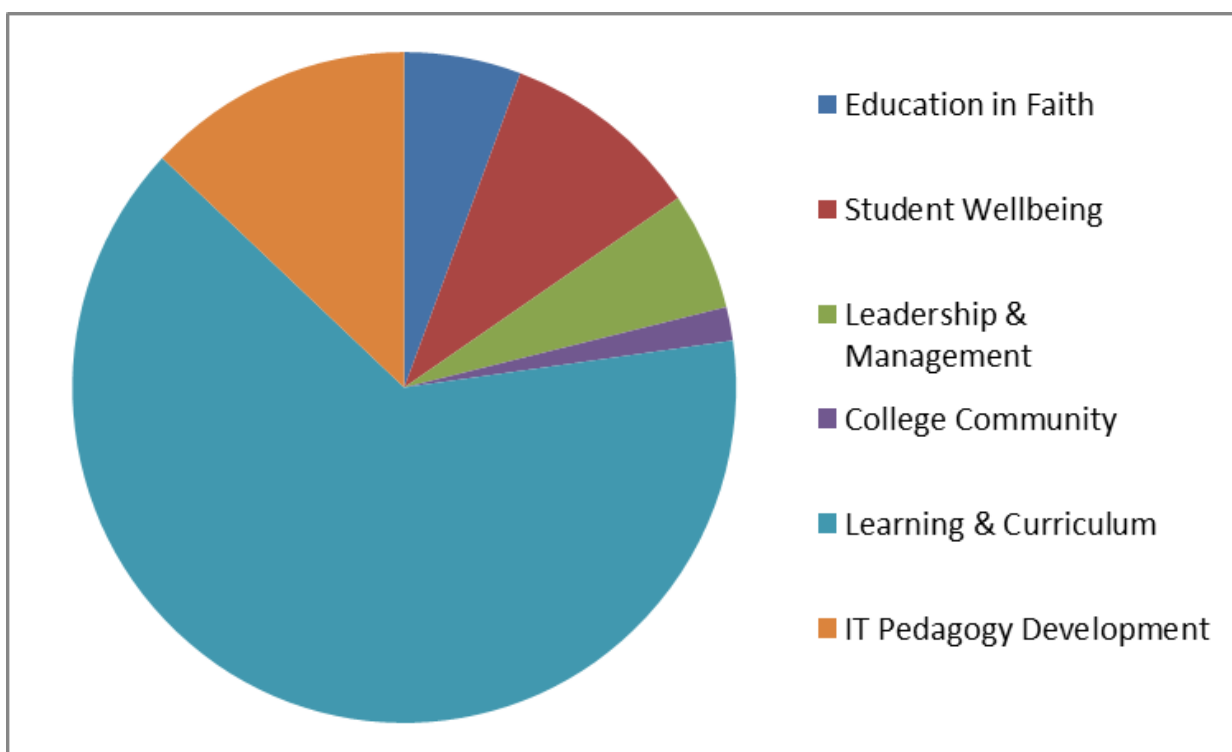
TEACHER QUALIFICATIONS	
Doctorate	4.88%
Masters	29.27%
Graduate	34.15%
Certificate Graduate	12.20%
Degree Bachelor	95.12%
Diploma Advanced	34.15%
No Qualifications Listed	2.44%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	40
FTE Teaching Staff	38.9
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	11
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	60
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$260



TEACHER SATISFACTION

The SIF Staff Survey in 2015 indicate the following 'actual scores' for teacher satisfaction measures at St Aloysius when compared to the range of Victorian secondary schools:

- 73 for Individual Morale
- 70 for Overall School Morale
- 73 for Professional Growth
- 67 for Supportive Leadership
- 58 for Empowerment
- 81 for Teacher Confidence
- 79 for School Improvement Focus.



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
- That the profile of the college and consequently student enrolments will increase
- Improve family engagement through maintaining and improving communication channels and offering additional opportunities to involve families in the life of the college.

Achievements

- News and Events information on the website is updated weekly
- Introduction of the weekly Principal's blog and fortnightly submissions to Blog by leadership Team members
- Parent Portal is now used as the main communication outlet for families combined with email:
 - Welcome primary students from existing primary school partnerships to take part in Discovery Day, Twilight Tours and other tours. Evidence: feedback from visiting primary schools very positive eg. A school tour booked as a result of the Discovery Day activity
 - Weekly Talk and Tours continue to be well attended.
- Homework Club – weekly tutoring session conducted by volunteer St Aloysius students for Primary School students in years 5 and 6
- Redevelopment of Parents and Friends to a new parent body, *Community Connect*. Resulting in parent volunteers assisting in St Aloysius Day and college Musical Production and initiate events such as Parent Forums
- Strengthened relationships with feeder primary schools by conducting school visits.
- Continued with the St Aloysius Prize: recognizing two Grade 5 students per feeder primary school for *Academic Excellence* and two for *Academic Endeavour*
- Continued with the Catherine McAuley Sponsorship program, providing financial support to families of year 7 students, as recommended by relevant primary schools
- Discovery Days: invitation to Grade 4 or 5 students to experience Science and Food Technology practical tasks
- Orientation Day Morning Tea for new families to St Aloysius - arranged in small groups in 2015 to create a better social setting
- Mercy Connect volunteers visiting students with refugee backgrounds and assisting them socially and academically
- Japanese Exchange – host families organised for 20 visiting students from Japan.
- Further development of St Aloysius Alumni
- Parent Forums: Positive Parenting
- Parent Information Evenings
- Introduction of *Aloysius Now* a fortnightly summary of college events eg. excursions/incursions which is emailed to all students, staff , parents and guardians

VALUE ADDED

Activities that include and encourage connecting with the community:

- House Activities
- Sport Carnivals
- Inter-school Sport
- Musical Production
- Curriculum Area Expos and Information Evenings
- Parent Information Evenings for all Year Levels
- Parent Forums initiated to support parents raising teenager girls, dealing with social and academic issues
- 'Talk & Tours' for prospective enrolments





PARENT SATISFACTION

According to the SIS survey results for 2015, parents feel student safety and behavior is not of concern. Communication has improved since 2013 SIS survey from parents/guardians' perspective. Parent/guardian perception of the college's leadership and learning spheres are in the upper middle to high range.



Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
Recurrent income	Tuition
School fees	1,390,358
Other fee income	212,447
Private income	114,183
State government recurrent grants	1,021,153
Australian government recurrent grants	4,463,630
Total recurrent income	7,201,771
Recurrent Expenditure	Tuition
Salaries; allowances and related expenses	5,347,455
Non salary expenses	2,982,967
Total recurrent expenditure	8,330,422
Capital income and expenditure	Tuition
Government capital grants	-
Capital fees and levies	569,365
Other capital income	-
Total capital income	569,365
Total capital expenditure	1,799,557
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
Total opening balance	667,940
Total closing balance	2,031,345

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.

VRQA Compliance Data

SURVEY RESULTS		
Parent	Approachability	93.38%
	Attitude to Survey	82.01%
	Behaviour Management	97.48%
	Classroom Behaviour	72.04%
	Connectedness to Peers	99.07%
	Connectedness to School	95.31%
	Extra-Curricular	89.62%
	Homework	91.08%
	Learning Focus	96.03%
	No# of Parents	107.00%
	Parent Input	89.14%
	Parent Partnerships	91.98%
	Reporting	88.09%
	School Improvement	92.69%
	Social Skills	97.20%
	Stimulating Learning	94.84%
	Student Motivation	89.67%
	Student Safety	90.54%
	Teacher Morale	97.55%
	Transitions	91.57%
Staff	Act on Results – Personally	89.80%
	Act on Results – School	87.76%
	Acted on Previous Surveys – Personally	87.76%
	Acted on Previous Surveys – School	85.71%
	Issues Coverage	91.84%
	No# of Staff	49.00%
	Overall Enthusiasm	79.59%
	Survey Usefulness – School	91.84%
Student	Classroom Behaviour	59.95%
	Connectedness to Peers	91.28%
	Connectedness to School	72.05%
	Learning Confidence	87.02%
	No# of Students	129.00%
	Purposeful Teaching	84.50%
	Stimulating Learning	68.41%
	Student Distress	75.29%
	Student Morale	70.08%
	Student Motivation	96.12%
	Student Safety	91.78%
	Survey - Easy	82.81%
	Survey - Enthusiasm	61.10%
Teacher Empathy	80.62%	



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