

2016

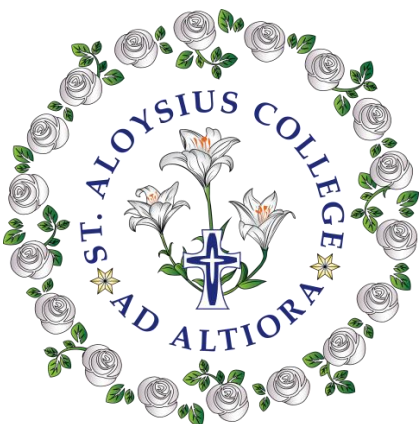
ANNUAL  
REPORT  
TO THE SCHOOL  
COMMUNITY



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**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 – A Ministry of Mercy Education Ltd 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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## 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 2016 the College had a student body of 534 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 motto of St Aloysius College, 'Strive for Higher Things', fittingly describes 2016, a year in which the school has made tremendous strides in all spheres. With our parents, and with the broader Mercy community we all strive for the very highest thing – a quest for excellence, not only seen through the lens of Mercy but also actioned by it, in everything we do; we are very much a community of learners, both inspired and inspiring. At the heart of every decision, every project, was the explicit intention to further illuminate the charism of the Sisters of Mercy.

The provision of Student Wellbeing at St Aloysius College continues to remain high on our agenda. With our belief that there is an inextricable link between student wellbeing and academic outcomes, the role of the Pastoral Leader in this process has been further strengthened. Pastoral Leaders are the first port of call in managing and supporting the girls' progress. Our Learning Management System is being used to support the progress of our girls and to enhance the home-school partnership. The focus on the home-school partnership has also been furthered in a number of other ways, including in a series of Parent Forums which were delivered throughout the year. 2016 also witnessed the Student Wellbeing Committee researching the introduction of a Mindfulness program, with the rollout of the pilot program occurring in early 2017.

Reflection, renewal and growth continued to drive the Learning and Teaching Program at St Aloysius College. 2016 witnessed an intensive review and redevelopment of policies relating particularly to Curriculum Pedagogy, Assessment and Reporting, as well as extending to the incorporation of the role of the College Learning Management System. There has been a renewal of subject structure in alignment with the Victorian Curriculum as well as creating cross-curriculum connections across every Learning Area. Growth has continued throughout all Learning Areas with new subject developments, including Coding and Design, as well as the launch of the Year 11 Active Minds Program; this program is structured around study skills, study habits, physical exertion, student health and wellbeing, all linked back to positive learning. As we continue to develop our home-school partnership, we continually look for new means and ways to further engage every family in the learning journey; in the past year this has involved Year 7 Parent Conferences partly in place of traditional parent-teacher interviews, which provide families with the structures to work one-on-one with Pastoral Leaders to more effectively support their daughter's wellbeing and learning.

We have continued to upgrade College facilities to ensure that St Aloysius College presents a fresh, exciting and inviting learning space for all students, whilst taking the opportunity afforded by these upgrades to make energy efficient alterations to improve environmental and sustainability outcomes.



## Church Authority Report



St Aloysius College Mercy Education Limited (Mercy Education) is an incorporated ministry of the Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), charged with operating all educational ministries over which the Institute holds complete sponsorship. Mercy Education is one of the many works operated by the Institute throughout Australia and Papua New Guinea.

Mercy Education will operate at all times as part of the mission of the Catholic Church in conformity with canon law and in strict conformity with the ethical framework of the Institute as determined by the Institute Leader and Council from time to time.

ISMAPNG is involved with twelve fully sponsored schools - eight in Victoria, three in Western Australia and one in South Australia. The governance role of the Board of Mercy Education is confined to the twelve ISMAPNG sponsored schools and sets policies, appoints Principals, approves senior leadership positions and fulfils due diligence in the area of finance and audit management, capital development, risk management and litigation.

## Education in Faith

The Catholic school is “a path that leads to the three languages that a mature person needs to know: the language of the mind, the language of the heart, and the language of the hands.”

(POPE FRANCIS: CHURCH FOR SCHOOLS DAY, 2014)

### Religious Education Curriculum

The following undertakings have been the focus for the Religious Education curriculum:

- Fully implement a review of all Religious Education curriculum throughout the College
- Implementing assessment and continuous feedback through our LMS (SEQTA)
- Inclusion of CEM Daily Prayers in to religious education classes
- Introduction of the study of world religions into existing units of work for Years 7-9.

### Catholic Identity and Action

In 2016 we celebrated the Extraordinary Year of Mercy. There was a special focus on this in our liturgies and our celebration of St Aloysius Feast Day and Mercy Day. We continue to broaden our students’ understanding of the needs of others through social justice activities and fundraising.

#### VALUE ADDED

- Social Justice and Outreach – we continued to support Mercy works of charity, locally and globally
- Engagement with Parishes and the Wider Church
- Year Level reflection days (Years 7-12)
- Mercy in Action – opportunities for community outreach for students in Years 7-10
- Cambodian Immersion experience (a joint project with Mercy College, Coburg)
- Introduction of Pastoral Groups leading and facilitating Tuesday morning prayer in the Chapel
- Linking with Fr Hien (St. Brendan’s parish, Flemington) to seek out regular opportunities for morning Eucharist
- Year Level reflection days (Years 7-12)
- Mercy in Action – opportunities for community outreach for students in Years 7-10
- Cambodian Immersion experience (a joint project with Mercy College, Coburg)
- Introduction of Pastoral Groups leading and facilitating Tuesday morning prayer in the Chapel
- Linking with Fr Hien (St. Brendan’s parish, Flemington) to seek out regular opportunities for morning Eucharist (to be followed up in 2017)
- Offering and completion of Accreditation to Teach in a Catholic School in-house program



## Learning & Teaching

### Goals & Intended Outcomes

#### Pedagogy and Professional Learning

- Systematic analysis and use of data by teachers to drive specific improvements in student achievement
- Enhance the capacity of teachers to address the diversity of learning needs for all students including an awareness of students' emotional, physical and spiritual needs
- For all teachers to identify e-learning goals and using data in their professional development goals
- Use of indicators of quality teaching standards incorporating the Australian Institute for Teaching and School Leadership (AITSL) standards framework
- Staff commitment to engagement in conversations regarding professional performance
- Strengthened understanding by all teachers of pedagogy for students with specific learning needs including gifted and talented students



## Learning Design and Curriculum

- Models of learning that engage students as independent and collaborative learners informed by contemporary research into girls' education
- Effective and creative implementation of the Australian Curriculum/Victorian Curriculum
- Students will be encouraged to set high standards and to aim for sustained improvement
- A whole-school approach to contemporary learning models for literacy and numeracy in technology-enabled classrooms
- Implement strategies to ensure a consistent approach to student assessment
- Regular review to ensure a dynamic and innovative curriculum that is both challenging and stimulating
- Implementation of practices based on contemporary research, data analysis and experience to further enhance the educational opportunities available to students



## Achievements

Reflection, renewal & growth continued to drive learning and teaching at St Aloysius College. We reviewed and redeveloped policies relating to Curriculum Pedagogy, and Assessment & Reporting, including the incorporation of the role of the College Learning Management System (LMS). Staff have been given access to student data specific to their subject areas to facilitate personalised learning objectives.

There has been a renewal of curriculum offerings to ensure alignment with the Victorian Curriculum as well as creating cross-curriculum connections. Growth has continued within Learning Areas with new subjects introduced, including Coding & Design and Visual Communication as Year 9 Elective choices as well as the launch of Year 11 Active Minds, a program structured around study skills, study habits, physical activity, and student health and wellbeing.

Support structures such as the Senior Studies Panel (VCE Panel), continued to work closely with students to support their progression through their senior years at the College.

In growing our home-school partnership, we further engaged our families in the learning journey, including Year 7 Parent conferences, which provides families with the structures to work one-on-one with Pastoral Leaders in supporting their daughters.

Utilising the College LMS, continuous reporting and feedback of assessment tasks, as well as Approaches to Learning updates, have been communicated to parents and guardians with student self-assessment strongly encouraged.



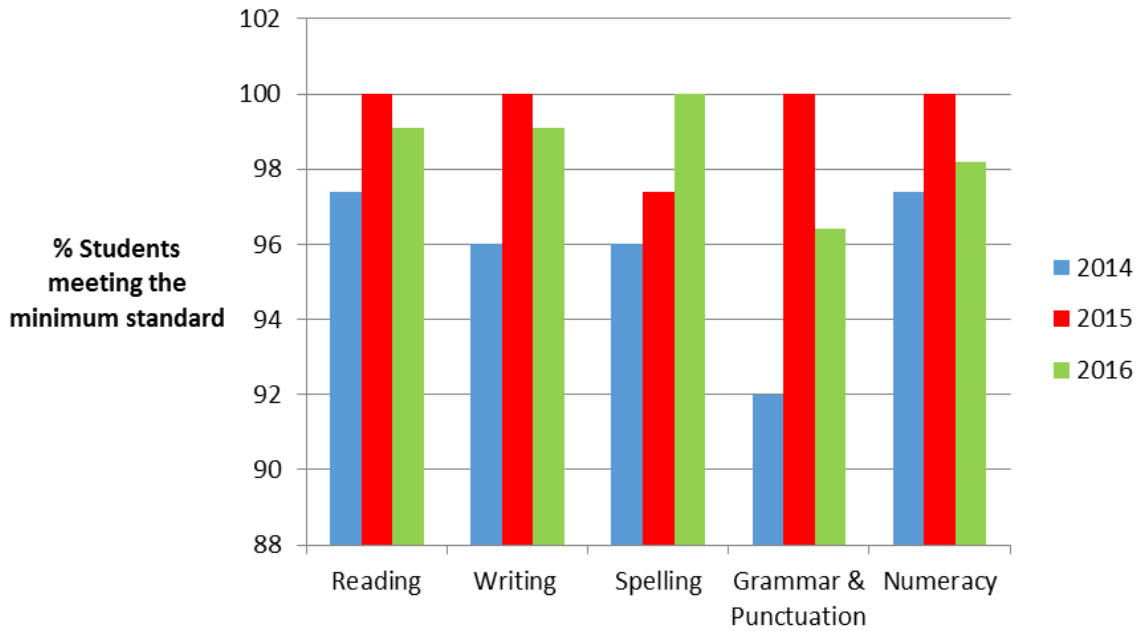
## STUDENT LEARNING OUTCOMES

NAPLAN data for 2014-2016 focusing on the percentage of students meeting the required minimum standards has remained consistently high, with almost all of Year 7 and Year 9 students in all domains reaching this standard. A comparison of the median NAPLAN scores show our students to be considerably higher than the State in all domains both Year's 7 and 9.

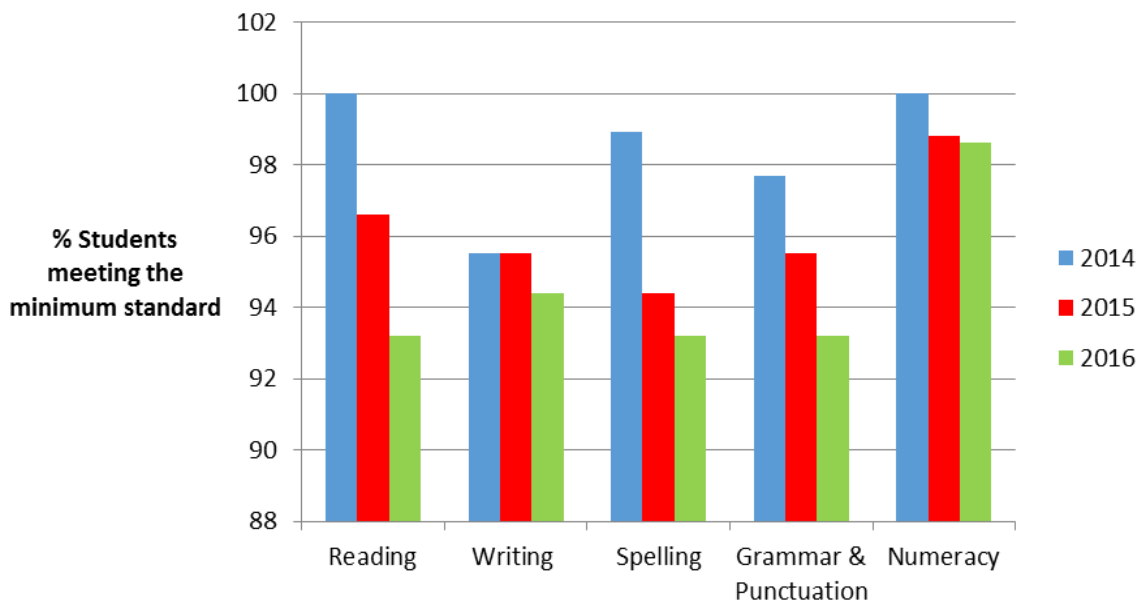
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 07 Reading	97.3	100.0	2.7	99.1	-0.9
YR 07 Writing	96.0	100.0	4.0	99.1	-0.9
YR 07 Spelling	96.0	97.4	1.4	100.0	2.6
YR 07 Grammar & Punctuation	92.0	100.0	8.0	96.4	-3.6
YR 07 Numeracy	97.3	100.0	2.7	98.2	-1.8
YR 09 Reading	100.0	96.6	-3.4	93.2	-3.4
YR 09 Writing	95.5	95.5	0.0	94.4	-1.1
YR 09 Spelling	98.9	94.4	-4.5	93.2	-1.2
YR 09 Grammar & Punctuation	97.7	95.5	-2.2	93.2	-2.3
YR 09 Numeracy	100.0	98.9	-1.1	98.6	-0.3

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	605.20
Year 9 Writing	603.25
Year 9 Spelling	593.30
Year 9 Grammar & Punctuation	604.40
Year 9 Numeracy	582.30

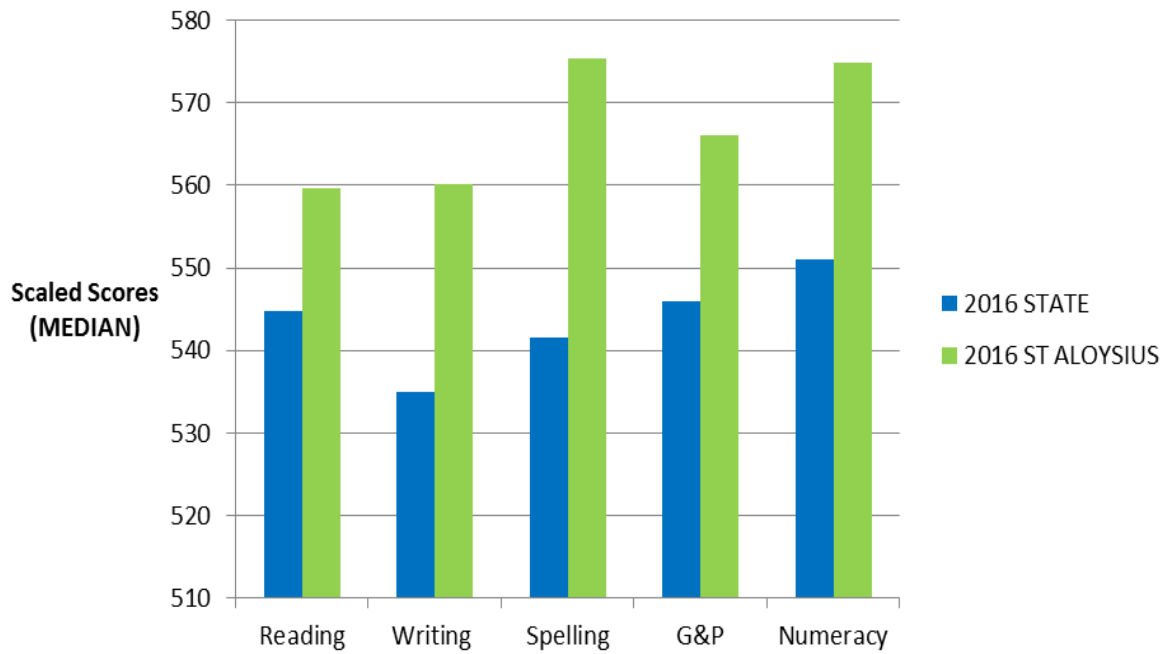
### Y7 NAPLAN



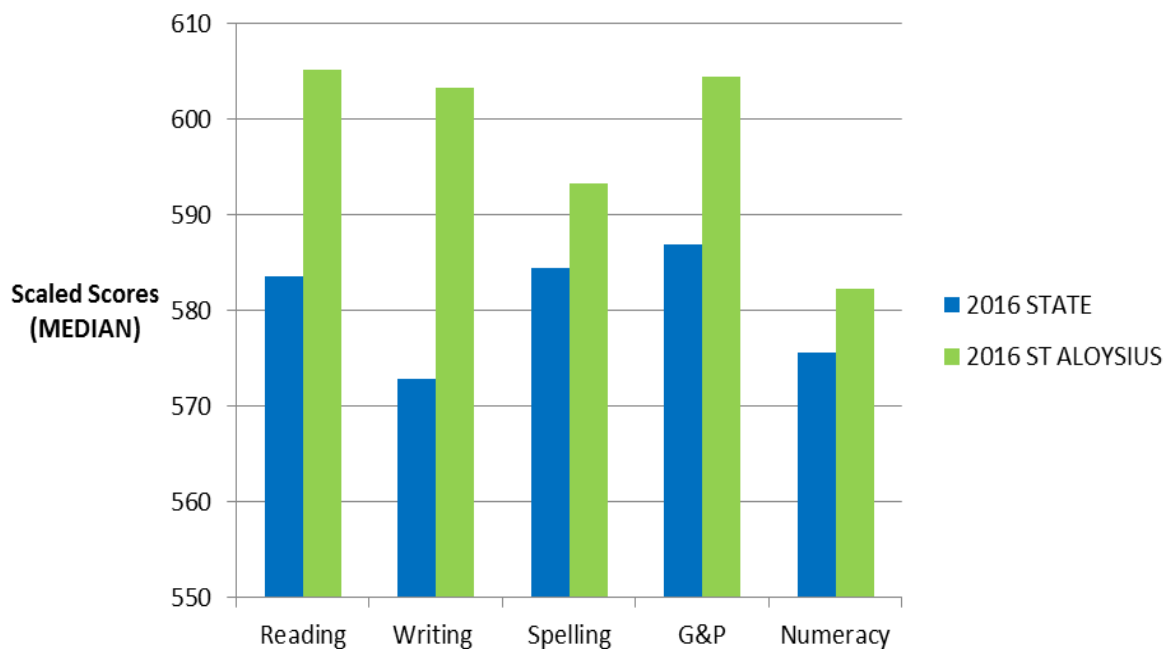
### Y9 NAPLAN



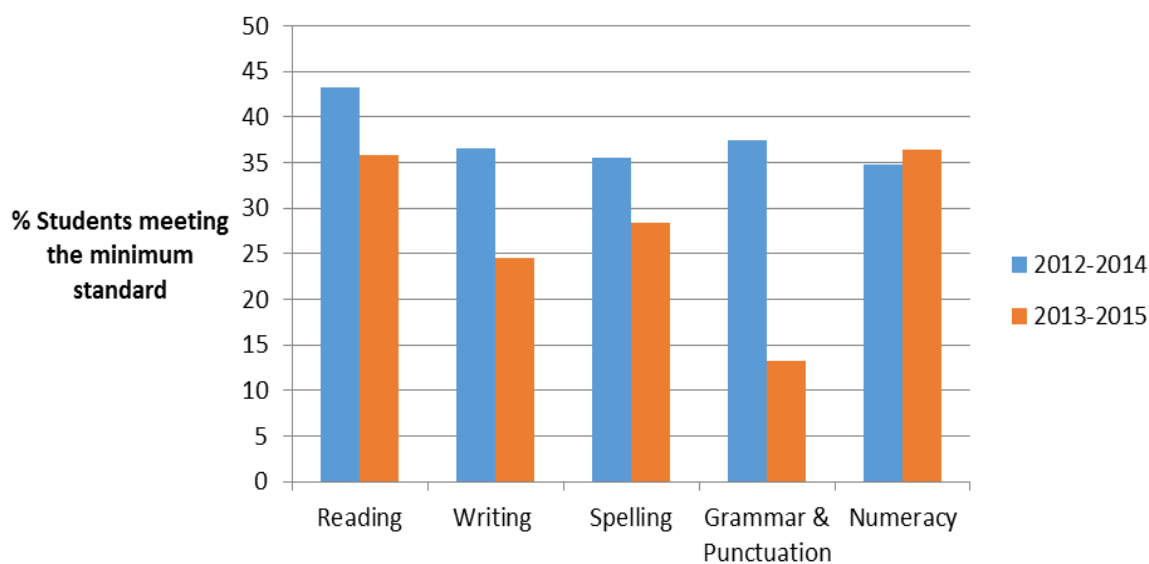
### Y7 NAPLAN School Comparison to the State



### Y9 NAPLAN School Comparison to the State



### Growth in Median NAPLAN Scores from Y7 to Y9



#### SENIOR SECONDARY OUTCOMES

VCE Median Score	30
VCE Completion Rate	100%
VCAL Completion Rate	100%

#### POST-SCHOOL DESTINATIONS AT AS 2016

Tertiary Study	81.0%
TAFE / VET	9.0%
Apprenticeship / Traineeship	0.0%
Deferred	7.0%
Employment	2.0%

## GATE Program 2016

2016 was the second year that our Gifted and Talented Education Program (GATE) was offered. A variety of programs and opportunities were offered each Tuesday afternoon for a group of Year 8-9 students. 23 Year 8s and 19 Year 9s participated in the program. Throughout 2016, the GATE Program grew in momentum and visibility; the aim was to target the top 10-15% of the Year 8-9 cohort of students.

Furthermore, our vision is that we will create a culture and a community of students who are enriched and challenged to reach their potential. The GATE program is evidence of the power of helping students to identify themselves as high achievers and in doing so create a community of like-minded students who motivate each other.

The Year 8 and 9 students worked in groups of four and were enrolled in the Future Problem Solving Program. The program ran for three terms and trained students in multidisciplinary / transdisciplinary learning. The general capabilities the students trained in were: critical and creative thinking (analysis, synthesis and evaluation). In 2016 one of our Year 9 teams placed in the qualifying round and were invited to the National Finals.

Apart from the weekly program other opportunities were offered at the various year levels such as:

- Year 7-10: Writing workshops
- Year 7: Da Vinci Decathlon
- Year 9: Mission to Mars Program at VSSEC
- Year 10: The Amazing Spaghetti Machine Contest through the Melbourne School of Engineering





## PUBLISHED SCHOOL POST COMPULSORY INFORMATION, 2016

**VCAA School number:** 01339  
**VCAA School name:** ST ALOYSIUS COLLEGE

**Address locality:** NORTH MELBOURNE

### School Programs:

Number of VCE 3-4 Units with enrolments	42
Number of VET certificates with enrolments	14
Offers the International Baccalaureate (Diploma)?	No

### Student Cohort:

Number of students:	
Enrolled in a VCE 3-4 Unit	103
Enrolled in a VET certificate	55
Enrolled in VCAL	9
Percentage applying for tertiary places	93

### Student Achievement:

Percentage of satisfactory VCE completions	100
Number of students awarded the VCE (Baccalaureate)	5
Percentage of VET units of competency completed	77
Percentage of VCAL units completed	100
Median VCE study score	30
Percentage of study scores of 40 and over	5.8

The Victorian Curriculum and Assessment Authority provides high quality curriculum, assessment and reporting that enables individual lifelong learning.



© Victorian Curriculum and Assessment Authority, 2016

## Student Wellbeing

### Goals & Intended Outcomes

- Continue to provide professional learning opportunities for staff to ensure greater awareness of students' emotional, physical and spiritual needs
- Continue to develop a safe, secure environment within which every student develops her sense of self-worth, awareness, resilience and personal identity
- Continue to promote active student involvement in the co-curricular program
- Continue to develop greater opportunities for authentic student leadership

### Achievements

The provision of Student Wellbeing at St Aloysius College continues to remain high on the agenda. Whilst our Student Management Plan continues to underpin our student wellbeing practices and our belief that there is an inextricable link between student wellbeing and academic outcomes; the role of the Pastoral Leader in this process has been strengthened. Pastoral Leaders are the first port of call in managing and supporting the girls' progress.

Our Learning Management System (LMS) is being used to support the progress of our girls and the home-school partnership. In addition to centrally and securely storing information regarding student wellbeing and academic matters, staff are using the LMS to send student commendations and associated communication to parents in order to enhance the home-school partnership.

The focus on the home-school partnership has also been enhanced in a number of other ways. In 2016 a series of 4 Parent Forums were delivered throughout the year. In 2017 the Parent Forum schedule has been expanded to include a series of 5 forums to be delivered in Semester One.

In 2016 the Student Wellbeing Committee researched the introduction of a Mindfulness program at St Aloysius College. Term 1 2017 has seen the rollout of the pilot program which involves a 5 minute Mindfulness activity at the start of period 5 (directly after lunch) each day.

2016 also saw the introduction of the Student Learning Committee. The students in this committee organised the inaugural St Aloysius College Student Learning Festival in December 2016.

Students devised and ran workshops for their fellow students. The Student Learning Festival served as a wonderful opportunity for our girls to learn from their peers, a subtle reminder that it is not only teachers who have a voice in our College. The importance of connecting with the needs of our girls and responding to their voices as a way of nurturing the wellbeing of each girl cannot be underestimated.



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	101.37%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 10	91.49
Year 07	94.78
Year 08	90.98
Year 09	90.27
Overall average attendance	91.88



**VALUE ADDED**

St Aloysius College continues to offer 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.

New offerings include:

- Yarn Club
- Animation Club
- Additional Choirs
- String Ensemble
- Orchestra
- Chess

St Aloysius competes in the SCSA competition, which is an Inter-school sports competition. Within this we compete in a number of different sports including the following:

- Tennis
- Swimming
- Indoor Cricket
- Futsal
- Badminton
- Athletics
- Basketball
- Cross Country
- Hockey
- AFL
- Volleyball
- Soccer
- Netball
- Table Tennis
- Softball



Along with these sports we also have a rowing team that competes in many regattas throughout the year, and we also compete in the AFL Multicultural Cup.

In addition, we have many intra-school sports such as the Year 7 & 8 House Sports Competition. In this competition, the girls compete in their houses against other girls in their year level to earn points for their House. Along with these House Competitions, the annual House Athletics and House Swimming Carnival encourages girls to compete for their house.

A range of non-competitive sporting opportunities are also offered:

- The 100km club - where the aim is to, as a group walk or run at least 100km throughout all the sessions.
- Senior Years Gym Sessions – The Gym at St Aloysius is available for girls in VCE to use after school.
- The Huddle Football clinics – A group of people from the North Melbourne Football club run skill sessions on football for the girls at various times
- Sport opportunities for Staff:
  - Weekly step competition
  - Staff gym sessions



## Rowing

The 2016/2017 Rowing Season began in October 2016 with on the water training sessions held at Footscray City Rowing Club. This involved two coaches and a staff member from St Aloysius College. The number of students participating in the program was initially 6 and at the start of the 2017 academic school year that grew by 2 more students. The girls train along the Maribyrnong each Tuesday and Thursday morning from 6am-7:30am. Their first Regatta was on Saturday March 25th and Sunday March 26<sup>th</sup>, 2017. There were two 4Xquad sculls entered into the Saturday and one 4Xquad scull entered into the Sunday race. On Saturday, the girls made the final and came third overall and on Sunday they came second in their heat. The Rowing program will continue throughout 2017 with the aim of entering more Regattas in the second half of 2017.



A range of programs and activities continued in 2016.

**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:**

- Frayne Festival – (Mercy Schools)
- Social and Environmental Justice – themed activities
- Community Service opportunities



### STUDENT SATISFACTION

- *Student Safety* – 81
- *Connected to Peers* -71
- *Student Motivation* - 79



## Child Safe Standards

### Goals and Intended Outcomes

The College community was informed via letter announcing the College's commitment to Child Safe and related policy documents were made accessible on the College website. The commitment to Child Safe was declared on every College policy.

### Achievements

- Documentation development
  - Child Safe Policy
  - Safeguarding Children and Young People – Code of Conduct
  - Child Protection and Mandatory Reporting Policy
  - Child Safe Schools Statement
- Training and awareness raising strategies presented to whole staff at meetings including:
  - Presentations from relevant expert guest speakers to College Staff
  - Parent Forums to inform and educate parents
  - Displays and access to procedural literature and information for all staff
  - Presentations to students by College Counsellor and Head of Students & Programs
  - Posters have been displayed around the College reminding the Community of our commitment as a Child Safe School and includes information regarding support available to students.



## Leadership & Management

### Goals & Intended Outcomes

1. Ensure that the charism of Catherine McCauley and the Sisters of Mercy is central to our decision making and our interactions with each other
2. Further develop a workplace characterised by shared responsibility for teamwork, capacity building, mutual respect and professional relationships
3. Ensuring that all staff accumulate the minimum hours as required by VIT.

### Achievements

- Staff Involvement in Mercy Ethos Program
- Staff Participation in Pilgrimage to Dublin.
- Staff Reflection and spirituality session guided by Sisters of Mercy
- College policies have been developed to support a professional, supportive and respectful workplace.

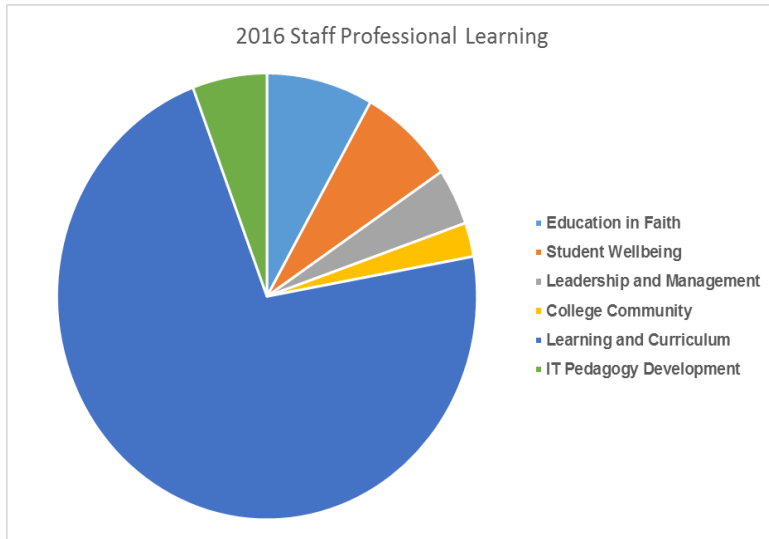
TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.13%

STAFF RETENTION RATE	
Staff Retention Rate	83.33%

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)	48
FTE Teaching Staff	46.210
Non-Teaching Staff (Head Count)	13
FTE Non-Teaching Staff	11.153
Indigenous Teaching Staff	0

## 2016 Staff Professional Learning



NUMBER OF TEACHERS WHO PARTICIPATED IN PL:	61
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 300.00



### TEACHER SATISFACTION

Teachers acknowledged that student behavior was very high and student motivation also continued in the high range. Teachers felt supported professionally and pastorally. Teachers gained an increased understanding of the expectations required to improve student outcomes by the number and variety of professional learning opportunities offered.

The SIF (School Improvement Framework) Staff Survey in 2016 indicate the following 'actual scores' for teacher satisfaction measures at St Aloysius when compared to the range of Victorian secondary schools:

- 64 for Professional Growth
- 75 for Teacher Confidence
- 73 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
- Continue to increase family engagement through maintaining and improving communication channels and offering additional opportunities to involve families in the life of the College.

### Achievements

- Introduction of fortnightly newsletter, *Trocaire* sent to the staff, parents/guardians and students electronically, offers reflections on the preceding fortnight of College life
- *Aloysius Now* continues to summarise upcoming excursions, incursions and events and parents are happy to receive both fortnightly publications electronically
- Social media interaction increased along with the quality and regularity of updated information. College Facebook, Alumni Facebook page and Instagram were upgraded or introduced
- Parent Portal Engage is now used as the main communication outlet for families combined with email and SMS as necessary
- Community Connect our parent body organised in partnership with College Leadership, presentations called 'Parent Forums' that complemented our College faith, curriculum and wellbeing programs. These presentations to parents add to our 'learning community' and focus on understanding teenage mind habits, Cyber safety, Mindfulness etc. There were also community events of a greater social nature with guest speakers or entertainment, Mother's Day Breakfast, Father/Daughter Breakfast, Ladies' High Tea and Music Ensemble performances at community festivals





- Discovery Days: invitation to Grade 4 or 5 students to experience Science and Food Technology practical tasks. Arrangements were made for a matinee performance especially for primary schools to attend our College Musical Production.
- We have welcomed primary students from existing primary school partnerships to take part in Discovery Day, Twilight Tours and other tours. Evidence: feedback from visiting primary schools has been very positive eg. A school tour booked as a result of the Discovery Day activity and Weekly Talk and Tours continue to be well attended
- We have strengthened relationships with feeder primary schools by conducting school visits
- We have continued with the St Aloysius Prize: recognizing two Grade 4 & two Grade 5 students per feeder primary school for Academic Excellence and two for Academic Endeavour
- We have continued with the Catherine McAuley Sponsorship program, providing financial support to families of Year 7 students, as recommended by relevant primary schools
- Mercy Connect volunteers have continued supporting students with refugee backgrounds in the classroom.
- Further development of St Aloysius Alumni
- College facilities have been made available for holiday programs such as STEAMies and external bodies such as Coding Club and Drama schools to promote connection with the community

### VALUE ADDED

- St Aloysius College is now better known in the wider community through the above mentioned community events. Evidence: feedback from visiting primary schools is very positive eg: a school tour was booked as a result of the Discovery Day activity and Walk and Talk and Tours continue to be well attended.
- Students are taking greater responsibility with social media due to cyber-safety programs.



### PARENT SATISFACTION

According to the SIS (School Improvement Survey) results for 2016, parents feel student safety and behaviour is not of concern. Parent/guardian perception of the college's transition programs and learning spheres are in the upper middle to high range.



## VRQA Compliance Data

SURVEY RESULTS		
Parent	Approachability	85.95%
	Attitude to Survey	80.69%
	Behaviour Management	88.94%
	Classroom Behaviour	68.18%
	Connectedness to Peers	92.83%
	Connectedness to School	92.41%
	Extra-Curricular	83.44%
	Homework	89.24%
	Learning Focus	92.36%
	No# of Parents	79.00%
	Parent Input	78.76%
	Parent Partnerships	84.41%
	Reporting	88.99%
	School Improvement	87.58%
	Social Skills	91.56%
	Stimulating Learning	85.71%
	Student Motivation	82.91%
	Student Safety	86.08%
	Teacher Morale	86.49%
	Transitions	90.20%
Staff	Act on Results – Personally	67.44%
	Act on Results – School	67.44%
	Acted on Previous Surveys – Personally	60.47%
	Acted on Previous Surveys – School	67.44%
	Issues Coverage	72.09%
	No# of Staff	44.00%
	Overall Enthusiasm	55.81%
	Survey Usefulness – School	65.12%
Student	Classroom Behaviour	69.41%
	Connectedness to Peers	92.21%
	Connectedness to School	68.37%
	Learning Confidence	87.99%
	No# of Students	310.00%
	Purposeful Teaching	79.74%
	Stimulating Learning	67.51%
	Student Distress	71.60%
	Student Morale	67.70%
	Student Motivation	92.49%
	Student Safety	90.16%
	Survey - Easy	89.55%
	Survey - Enthusiasm	50.23%
Teacher Empathy	80.18%	



***“Mercy receives us anew and pardons again and again”***

– Catherine McAuley

