



# ST ALOYSIUS' COLLEGE

A Jesuit School for Boys • Founded 1879

## ANNUAL REPORT 2019



## Table of Contents

<b>1</b>	<b>About the Annual Report.....</b>	<b>3</b>
<b>2</b>	<b>What We Believe.....</b>	<b>4</b>
<b>3</b>	<b>Who We Are .....</b>	<b>5</b>
3.1	History of the College .....	5
3.2	Location .....	5
3.3	Ownership and Governance .....	6
3.4	Student Population .....	7
3.5	Enrolment Policy and Procedure .....	6
3.6	Professional Learning and Teacher Standards.....	10
3.7	Retention Rates .....	11
3.8	Senior School Outcomes.....	11
3.9	Granting of Records of Achievement.....	11
<b>4</b>	<b>Catholic Identity.....</b>	<b>12</b>
4.1	Prayer.....	12
4.2	Liturgies.....	12
4.3	Community Service .....	13
4.4	Faith Experiences .....	15
4.5	Involvement of Parents, Old Boys and Others.....	16
<b>5</b>	<b>Religious Education .....</b>	<b>17</b>
5.1	Religious Education Program .....	17
<b>6</b>	<b>College Review and Development.....</b>	<b>18</b>
6.1	Annual College Priorities 2019.....	18
6.2	Projected College Priorities 2020 .....	18
<b>7</b>	<b>Teaching and Learning.....</b>	<b>20</b>
7.1	NAPLAN.....	23
7.2	NESA Minimum Standards Testing .....	30
7.3	Higher School Certificate .....	30
7.4	Co-Curricular Activities .....	36
<b>8</b>	<b>Pastoral Care of Students .....</b>	<b>39</b>
8.1	Pastoral Groups .....	39
8.2	Junior School Pastoral Care .....	39
8.3	Senior Student Representative Council Report 2018/2019 .....	40
8.4	<i>Companions</i> Programs 2019 .....	40
8.5	Wellbeing Programs.....	41
8.6	Student Management / Welfare / Discipline Policies.....	41
8.7	Guidelines for Child Protection.....	42
8.8	Policy for Complaints and Resolving Grievances .....	44
<b>9</b>	<b>Parent, Student and Teacher Satisfaction.....</b>	<b>44</b>
<b>10</b>	<b>Financial Statement.....</b>	<b>44</b>
10.1	2019 Recurrent/Capital Income.....	45
10.2	2019 Recurrent/Capital Expenditure .....	45
<b>11</b>	<b>Website Links.....</b>	<b>46</b>

## I About the Annual Report

---

The Annual Report provides parents, staff and alumni of St Aloysius' College with an outline of the College's performance in the 2019 school year and identifies some priorities for 2020.

The information in this report is complemented by other College productions such as the College website (including the intranet site *Manresa*), the annual magazine, *The Aloysian*, the weekly newsletter, *The Gonzagan*, and the twice-yearly *Aloysiad*.

This report is a legislative requirement under the *Education Amendment (Non-Government Schools) Act 2004* and the *Schools Assistance Act 2008* and *Regulations (2010)*.





## 2 What We Believe

---

### College Mission Statement

St Aloysius' College is a Catholic independent day school for boys from Year 3 to Year 12, situated in the shadow of the Sydney Harbour Bridge. The College is conducted by the Society of Jesus.

The College aspires to assist and support parents in the formation of their sons in the Ignatian tradition of education, producing *men for others* who are balanced and motivated, integrating spiritual maturity and academic excellence with a rounded social and physical development; men of competence, conscience, compassion and commitment.

St Aloysius' College is a Jesuit school for boys, providing, in co-operation with families, a Catholic education which:

- Proposes Christ as the model of human life
- Pursues excellence in teaching and learning
- Promotes lifelong learning and spiritual growth

*It is hoped graduates will be well rounded, intellectually competent, open to growth, religious, loving, committed to doing justice in generous service to the people of God – a person who is competent and compassionate, a person whose conscience is sensitive to the demands of the Gospel. They will be people of peace and justice, committed to be agents of change in the world, who recognise how widespread is injustice, and how pervasive are the forces of oppression, selfishness and consumerism.*

Peter-Hans Kolvenbach SJ,  
Superior General of Jesuits, 1992





## 3 Who We Are

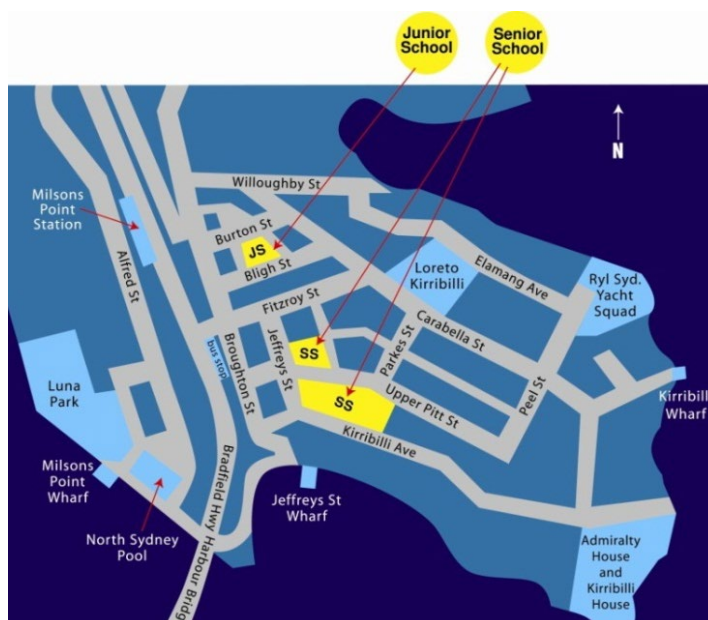
### 3.1 History of the College

St Aloysius' College is part of a worldwide network of approximately 1000 Jesuit schools and universities. The first school was commenced by Saint Ignatius Loyola, the founder of the Order, in 1548.

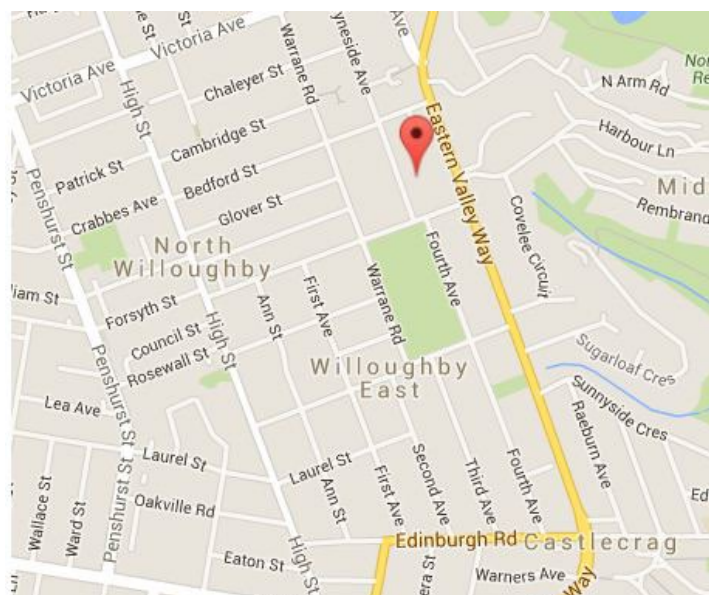
St Aloysius' College was founded at the request of the Catholic Archbishop of Sydney in 1879 in Woolloomooloo. In 1883 it moved to Darlinghurst and became known as St Aloysius' College. In 1903, the College was relocated to its present site at Kirribilli. Today the College is spread over three campuses. Years 7 to 10 are located on Upper Pitt Street. The Years 11 and 12 Campus is situated across the road in Wyalla. The Junior School (Years 3 to 6) is located nearby in Burton Street. This site was acquired and redeveloped by the College in 1992. *The College Oval* is at Willoughby, 8km north of Kirribilli. The College is the oldest of the six schools which make up the Associated Schools of New South Wales (CAS) and it is a member of the Association of Independent Schools (AIS) of Australia. The College also has a close working relationship with Catholic Schools NSW as the Society of Jesus is a member of the Federation of Religious Institute and Ministerial PJP Catholic School Authorities in NSW and ACT.

### 3.2 Location

#### Junior and Senior Campuses



#### College Oval



### **3.3 Ownership and Governance**

St Aloysius' College, Milsons Point is an incorporated entity with a Board that is responsible for the local governance and management of the College. St Aloysius' College Limited (Ltd) is the legal entity that conducts the College and is the employer of all the staff at the College.

The responsibility for day-to-day leadership, management and administration of the College is delegated to the Principal by the College Board. The Principal and the Rector are not members of the College Board but report to the College Board and attend all College Board meetings. The Principal is the Chief Executive Officer of the College and shares the day-to-day leadership of the College with the Rector. The Rector must be a member of the Society of Jesus and is appointed directly by the Provincial. The Rector has the overall responsibility for the preservation and promotion of the Ignatian ethos and Jesuit identity of the College. He also has a special care and responsibility for the faith formation of the College, including leadership in the liturgical, spiritual and service life of the College.

St Aloysius' College has a Senior School and a Junior School. The Head of Senior School and the Head of Junior School have delegated responsibility from the Principal for the day-to-day running of their respective campuses.

The College Executive is comprised of the Principal, the Rector, Director of Staff, Director of Teaching & Learning, Head of Senior School, Head of Junior School, Director of Business Operations, Director of Foundation, Director of Faith & Justice, Director of Co-Curricula and Director of Communications. The College Executive is the senior operational team of the College and is a decision-making body that also forms strategy and manages projects aligned to the College's mission and strategic direction.

#### **3.3.1 The College Board**

Under the governing constitution, the Chair, Deputy Chair and Directors of the College Board are appointed by Jesuit Education Australia (JEA), taking into account nominations from the Chair of the College Board and/or the Provincial. The Boards are non-representative bodies but, in making appointments to the College Board, JEA must ensure that there are Directors with an appropriate range of skills, experience, and expertise including the ability to understand and competently deal with current and emerging issues in connection with Jesuit education. Before JEA appoints a Chair, Deputy Chair and/or Director, it must seek the prior approval of the Provincial. Directors are usually appointed for an initial three-year term.

### **3.4 Student Population**

As at the end of 2019, the student population was 332 students in Years 3 to 6 (Junior School) and 925 students in Years 7 to 12 (Senior School). The College enrolls students from a broad demographic area. The College currently has students from 194 suburbs with the majority being residents of the North Shore of Sydney. The College endeavours to keep its fees accessible to ensure a broad socio-economic group and has a number of means-tested bursaries to promote socio-economic diversity within the College community.



### 3.5 Enrolment Policy and Procedure

The main intake years are Year 3 (52 students), Year 5 (64) and Year 7 (44). Students are also admitted into other Year Levels if vacancies arise.

St Aloysius' College is an academically oriented school and students undertake a curriculum geared towards an academic pathway. The College is therefore partially selective and prospective students sit an entrance examination. St Aloysius' College is a Catholic school and so the prospective family's faith commitment and service involvement are as important as a student's academic ability in making offers of enrolment.

The College seeks to enrol students whose families have congruent attitudes and values to the College and who will participate in the wide range of co-curricular opportunities available.

A number of means-tested bursaries are available for students entering the College in the Senior School.

St Aloysius' College is not a 'full-fee paying overseas students school'. Only applicants who are permanent residents of Australia, or whose families have a current Australian working visa (copy of passport must be submitted), are eligible to apply for admission to the College. Offers of enrolment at the College are at the discretion of the Rector.

#### Procedure

- Application does not guarantee a place. It notifies the College of the family's interest.
- A non-refundable fee is paid on application.
- Applicants for entry to all years normally sit an entrance examination.
- Applicants for entry into Years 3 and 5 sit an examination in February one year prior to the desired year of entry. Applications close in January of that year.
- Applicants for entry into Year 7 sit an examination in February two years prior to the desired year of entry. Applications close in January of that year.
- Applicants are notified by mail prior to the examination.
- A signed clergy reference forms part of the criteria for acceptance. This is required at the time of examination.
- Consideration is given to brothers of students in the College and to sons of Old Boys, however enrolment is not guaranteed.
- Consideration is given to identifying any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Applicants and their parents are usually required to attend an interview.
- An application may only be made for one year at a time. If the proposed year of entry is to be changed, the Registrar is notified in writing.
- If unsuccessful for any particular year, applicants may apply for a later year of entry and must pay another application fee and sit another entrance examination.
- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year.
- All fees and charges are reviewed annually.
- The College is not obliged to enter into negotiations with respect to decisions regarding admissions.

The College reserves the right to change the Enrolment Policy and Procedure at its discretion.

### 3.5.1 Summary of Conditions of Enrolment

Below is a summary of some of the College's current Conditions of Enrolment. A full copy of the College's Conditions of Enrolment is available on the College's website or at the College Office.

**Length of Stay:** The College expects that applicants, if accepted, will continue at the College to complete their secondary studies unless unforeseen circumstances occur or it becomes clear that the student is not benefiting from what the College has to offer. The College understands that, with due notice, the parents have the right to remove their son from the College at any stage.

**Continuing Enrolment:** The continuing enrolment of a student is conditional upon, amongst other things, him maintaining academic standards set by the College. If the College forms the view that the student is not meeting those standards, it may terminate his enrolment.

**Further Rights of the College to Exclude a Student:** The Principal may in his or her absolute discretion temporarily or permanently exclude the student for: breaches of rules or discipline; behaviour prejudicial to the welfare of the College, its staff or students; or where parents have failed to comply with the Conditions of Enrolment. Where the student is permanently excluded, the enrolment is terminated.

**Fees:** School fees and charges are due and payable within twenty-one (21) days of the date appearing on the account. When parents enrol their son at St Aloysius' College there is a commitment to pay school fees and charges on time. Administration charges will be imposed on unpaid tuition fees from the date of the account on any amount outstanding after twenty-one (21) days. It is the responsibility of Parents or Guardians to ensure that remittances are made in good time to avoid the imposition of administration charges. The administration charge for overdue accounts may vary from year to year. Parents are required to give the College no less than one term's notice in writing of withdrawal of a student, otherwise a full term's fees shall be charged. Parents who are unable to meet their financial obligations are encouraged to speak to the Principal or Director of Finance in confidence about their circumstances as soon as possible. If Parents or Guardians find themselves in need due to unforeseen circumstances, they should discuss a payment plan (e.g. a request for debt deferral or for financial assistance) with the Director of Finance. Where an account of fees and charges remains outstanding, the College is unlikely to enrol further siblings and reserves the right to terminate the enrolment of the student.

**Co-Curricular Activities:** It is a policy of the College that students participate in the sporting activities offered in all four terms. In some circumstances, for example if a particular sport is oversubscribed, a student may be required to participate in sporting activities not chosen by him. If a child has an illness, injury or other disability which prevents him from taking part in a particular sport, or that makes him particularly susceptible to injury, parents must advise the College.

In addition to a range of sports, there are a variety of activities such as Music, Drama, Debating, Drones, Computers, Cadets and the like, in which students are encouraged to take part. The College takes seriously the formation of the whole person.

**Changes Made to Curriculum and Co-Curricular Activities:** The College reserves the right to amend its academic and other programs, including co-curricular activities, at any time and without notice to parents. This may include the discontinuance of teaching subjects, co-curricular activities and other programs.

The College reserves the right to change the Enrolment Conditions and Practice and Conditions of Enrolment at its discretion.



### 3.6 Professional Learning and Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	119
Teachers who have qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

St Aloysius' College is a professional educational community. Teachers with recognised qualifications, appropriate for the age, curriculum stage, and subject area deliver the NSW NESA (2019) curriculum, as well as co-curricular and pastoral programs. Administrative, clerical and operational staff are also employed by the College and contribute to the efficient operation of the work of the school. Teaching and Support Staff conduct their professional duties on the Junior and Senior campuses of the College as well as at *The College Oval*.

**Full-time Teachers** (111.8 FTE)      **Support and Operational Staff** (61.2 FTE)

The average attendance rate of teachers in 2019 was 95.5%. The proportion of teachers retained from the previous year was 87.3%.

#### Workforce Composition

St Aloysius' College employs teaching, school support and operational staff. The teaching staff is composed of primary and secondary teachers and teacher librarians who possess appropriate qualifications for the age and stage they teach, as well as the department in which they teach. The school support and operational staff may be categorised as finance, facilities, communications, foundation and development, administrators, clerical, information technology, co-curricular coaches and school assistants and technicians.

Teachers (Year 3-12)	Full-time	Part-time	Indigenous
Females	51	8	0
Males	51	1.8	0

#### Professional Learning and Training

Throughout 2019, staff at the College were engaged in a variety of professional learning and training experiences directly related to teaching, learning and classroom practice as well as those programs which enable those working with children and young people to comply with legislation and meet community expectations. The College budget allocation for professional learning during 2019 was \$120,000 and provided the resources for members of the teaching, support and operational staff to be engaged in a range of professional learning and training opportunities ranging from compliance with statutory legislation to quality teaching programs. In 2019 all teachers have been supported to maintain their accreditation status with NESA under our endorsement to provide NESA Registered Professional Development as a NESA Endorsed Provider for a period of five years to 2023.

While teaching staff participated in a range of opportunities specifically related to their area of teaching, both teachers and support and operational staff engaged in professional learning external to the College, including strategic planning & policy formulation, pastoral care and student wellbeing, Gifted and Talented and NAPLAN readiness (online) as well as various professional networks. The Senior School teachers commenced participation in the Educator Impact Program, which Junior School teachers have participated in over the last three years and continue their participation in this year. In addition to learning of this nature, staff engaged in religious and spiritual formation programs offered externally and also through the Jesuit Province. The Jesuit professional learning sessions provided staff with a rich experience of Ignatian formation and an opportunity to reflect on the way in which they conducted their duties from the perspective of participating in a faith-based educational community.

The Professional Learning Program in 2019 focussed on Reflective Practice and the SAC Reflective Practice Conference in Term I was our first opportunity to engage with this theme. In this approach to learning, teachers become observers of themselves, a form of critical scrutiny which is at the heart of reflective practice. Reflective practice is more powerful when colleagues complete the process collectively because collaboration encourages collective commitment, shared responsibility, review and critique. Reflection is also a core element of the Ignatian Pedagogical Paradigm that allows us to act on the basis of reflection and to evaluate our actions.

Our program has been structured to offer opportunities to teaching staff which support individual and collaborative reflective practice and which support and drive growth and development in our teaching practice. This involves whole day Professional Learning, Professional Learning Courses offered in the Tuesday Afternoon program and participation in the Educator Impact program. These opportunities reflect our Ignatian focus on *Cura Personalis*, which underpins the ethos of the College. The Professional Learning Program aims to enable us to better fulfil our role in developing ourselves as teachers, and of course, in developing competent, compassionate and conscientious *Men for Others*.

In 2019, teachers participated in a semesterised program of courses on Professional Learning Afternoons on the first two Tuesdays of each term in our Tuesday Afternoon Program. This program complements the focus on reflective practice in 2019 enabling teachers to select from courses targeted to teacher-identified areas for growth and development in teaching practice. Eight courses were on offer, running once in Semester 1 and repeated in Semester 2. Teachers selected and completed one course per semester and therefore completed two courses in total during 2019 from a range, including the following courses which were designed and delivered by teaching and support and operational staff; *PBL & Best Practices: Designing High Quality Projects*, *Inclusive Learning: Supporting Students to Improve Executive Functioning Skill* and *Listening Strategies and Skills for Teachers to Support Student Wellbeing*. It is wonderful that many of our staff were able to deliver high-quality and impactful courses for their colleagues and is testament to their generosity and desire to support staff in achieving the best outcomes for our students.

We have also continued our partnership with Simon Brooks this year and this has involved a group of teachers completing the *Teaching for Learning* course over 12 hours with Simon as well as each teacher concurrently working on an action-research question and project based on Cultures of Thinking which is overseen by Simon. He also observes these teachers in class followed by a coaching session on a semesterly basis. Teachers involved in this program benefited greatly, as did their students.

Training was provided for all staff in the areas of Child Protection and practices which promote student well-being, First Aid, CPR and Emergency Procedures. Workshops were facilitated with key leaders of the College and provided scenarios for the management of critical incidents. Externally to the College, members of staff also participated in a range of training courses including those for CP Investigations, School Law, and Emergency Procedures. Other areas of professional learning and training occurred through attendance at external conferences including those tailored to the needs of Development and Foundation personnel, WHS and IT.



### 3.7 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2017 and who were still at the College in Year 12 in 2019. The Actual Retention Rate for 2017/2019 was 98.05%. The retention rate in 2019 was impacted by three (3) students leaving prior to completing Year 12 at the College: all three students commenced at new schools. The Apparent Retention Rate at the College for 2017/2019 was 99.4% with two students commencing in 2018 who are included in the Actual Retention Rate calculations. The retention rate implies strong student and parent satisfaction with the College.

Years compared	Year 10, 2017 Enrolment	Year, 12 2019 Enrolment	Apparent Retention Rate	Actual Retention Rate
2017/2019	154	153	99.4%	98.05%

### 3.8 Senior School Outcomes

All students who were candidates for the HSC were eligible for an ATAR.

### 3.9 Granting of Records of Achievement

Students who leave the College before receiving their Higher School Certificate will receive the NSW Record of School Achievement. In 2019 no Records of School Achievement were granted as all students progressed to HSC. The College had no students leave the College at the end of Year 10 or Year 11.



## 4 Catholic Identity

---

### 4.1 Prayer

Prayer is a part of many activities in the daily life of the students in the College. A significant prayer used extensively in Jesuit schools is the *Examen*. The *Examen* is a type of reflective prayer that is based on Ignatian Spirituality and is used to remind us of God's active presence in our day. The Junior School has 'fallow time' where both students and teachers pray and experience a guided reflection. The use of the *Aloys' 5 Stars* (the Ignatian prayer of *The Examen*) allows students to review the day and to look at the day ahead. Some classes use this time to write their thoughts and feelings in a journal, with reflective music being played in the background. In the Senior School, *The Examen* is often used in Pastoral Mentor Groups and is encouraged twice a week. New staff are trained in leading the *Examen*.

The Senior School weekly staff briefing begins with a prayer led by a staff member. Similarly, every Junior School staff meeting begins with a prayer. The whole College staff pray and participate in Mass in *The Boys' Chapel* at the beginning and the end of each year and often at the start of each term.

### 4.2 Liturgies

College liturgies are an important celebration of the College community. The Liturgist, in consultation with the Rector, coordinates all liturgies in the College. The whole student and staff body were present for the Feast of St Aloysius on 28 June. Once a term there is a whole school mass for Senior classes (Years 7 to 12) and Junior classes (Years 3 to 6) on special Feast Days. Some parents, staff and students attend the Eucharist held in the Senior School on a Thursday and on a Wednesday in the Junior School. Communion Services are offered by trained Senior School students on a Friday morning.

A Family Eucharist is held for the students and their families in each Year Level, once a year on a Sunday.

The Sacrament of Reconciliation occurs in the Junior School and a Penitential Liturgy occurs in Religious Education classes in the Senior School. For some Year Levels, Reconciliation is offered during a retreat experience such as the Kairos Retreat. Other groups will receive Reconciliation through their Religious Education class. In early Term IV 2019, the Year 3 students received their First Holy Communion.





## 4.3 Community Service

The notion of a *faith that does justice* is integral to a Jesuit education at St Aloysius' College and the Service Programs manifest this dimension.

### Junior School

The College seeks to put before our community a message that is authentic to the teachings of Jesus. Students and their families demonstrate generosity, compassion and a sense of social justice. Students are encouraged to realise they have a responsibility to make the world a more equitable place. Both the *Faith in Service* programs in the Senior School and the *Arrupe Outreach* program in the Junior School are embraced by students, staff and families. In 2019, the *Arrupe Outreach* program supported *Jesuit Refugee Service*, *Jesuit Mission*, *Caritas Australia*, *St Canice's Kings Cross*, the *Cana Communities*, *Catholic Mission*, *Kickstart Kids Orphanage* in Kenya, and many other initiatives. The students visit *Bupa Aged Care Roseville* and the *James Milsons Nursing Home* in North Sydney, as well as *Karonga School* in Epping, and develop friendships with the residents and students.

In 2019, we were delighted to receive a visit from our Governor-General, His Excellency General the Honourable David Hurley AC DSC (Retd). He presented the Junior School students and staff with the SchoolAid National Accreditation Certificate for empowering young philanthropists. The Governor-General is the Patron of SchoolAid, a national schools-based philanthropy network. Our SchoolAid Ambassadors, together with the Junior School Social Justice Committee, raised awareness, advocacy and action for Jesuit Refugee Services (JRS), especially for children in detention centres.

### Senior School

The Service Coordinator encourages our community members, especially our students, to become men and women for others through participation in service, which is at the heart of *Ignatian Spirituality*. Jesuit education endeavours to prepare students for an active life commitment who manifest a particular concern for the poor. The *Aloysian Faith in Service* program is based on one of the key characteristics of Jesuit Education. Gifts are to be developed, not for self-satisfaction or self-gain, but rather, with the help of God, for the good of the human community.

The College encourages students to consider placements working with those in need, including the poor, elderly, disabled or others who experience disadvantage. The aim is for the students to appreciate what it means to be *men for others* and to realise they can make a positive difference in the life of another. It involves learning, in a practical way, the power of the Gospel. Students in the Senior School participate in more community service hours as they progress on their journey at the College. In Year 7 they complete ten hours, Year 8 fifteen hours and Year 9 twenty hours. Each student in Year 10 is expected to complete thirty hours of service before the start of Term III in Year 11. Some of the placements the students experiences in 2018 included working with the *St Vincent de Paul Society*, participating in the *Philippines Immersion* program, leading a Year 12 Kairos Retreat, visiting nursing homes, and schools where students have significant needs such as *Giant Steps*.

As well as these forms of community service, there are also a number of fundraising activities that encourage students to act as volunteers assisting specific charities.

### St Aloysius' College Charities and Social Justice Activities

The purpose of the charities and social justice activities is to encourage each member of the Aloysian community to follow the Church's teaching of love of neighbour grounded in the love of God. This deep desire to invest students in the wellbeing of others moves them to compassion and the education of their hearts.

*The Social Justice Coordinator* is responsible for the organisation and coordination of social justice activities and programs in the Senior School consistent with the Ignatian ideal of a *faith that does justice*. Students are encouraged to follow the Catholic social teaching to serve the poor and to change the structures that deny people their dignity and rights as children of God. The College follows the Church's teaching on preferential care for poor and vulnerable people, whose needs and rights are given special attention in God's eyes.

Outreach and charity programs enrich the experience of students by offering opportunities to show respect and compassion to others, especially those beyond the College community. Most Year Levels have responsibility for learning about and raising funds for agencies that serve the poor. St Aloysius' College actively supports Jesuit works including the *Jesuit Refugee Service*, *Jesuit Mission*, *Jesuit Social Services*, Redfern Jarjum College, as well as other charities such as *Caritas* and *St Vincent de Paul*.

#### St Aloysius' College Outreach and Social Justice Activities 2019

CHARITY / ACTIVITIES	TERM	JUNIOR	SENIOR
<i>Catholic Missions</i>		3 – 6	
House-building program in the Philippines		3 – 6	SRC
<i>Timor Leste</i> (contribute items for schools)	II		9
<i>Benenson Society</i> – Human rights advocacy	I – IV		7 – 12
Redfern Jarjum College	I – IV	3 – 6	
<i>Project Compassion</i> – Distribution of boxes		3 – 6	7 – 12
Pancakes for <i>Project Compassion</i>	I	3 – 6	7 – 12
Guest Speaker from <i>Caritas</i>		3 – 6	7
Legacy Day (selling badges)	II		9
National Reconciliation Week Prayers and Paraliturgy	II	3 – 6	7 – 12
Faith in Service Mass Students donated over 2000 items for <i>St Canice's Parish</i>	II	3 – 6	7 – 12
<i>Winter Sleepout for Homelessness Awareness</i>	II		10-11
<i>Mini Vinnies</i>		3 – 6	
<i>Readathon</i> – Raised money for <i>The Jesuit Mission</i> in East Timor and Micronesia	II	3 – 6	
<i>Kickstart Kids International</i> - Kenya	II - IV	3 – 6	
<i>Jesuit Mission</i>	III	3 – 6	
<i>St Canice's Kitchen</i>	II - III	3 – 6	
<i>Caritas Australia</i>	III	3 – 6	
<i>Jesuit Refugee Service</i>	III	3 – 6	7-12
<i>James Milson Village and Bupa Aged Care Facility</i> in Roseville	II - IV	3 – 6	
<i>Karonga School</i> in Epping	III-IV	3 – 6	
<i>Schizophrenia Society</i>	III	3 – 6	
<i>Street Buffet</i>	IV	6	
<i>Life for Kids</i>	Christmas		7 – 12

## Promoting Respect and Responsibility

The College Policy on Student Discipline and Behaviour emphasises the fundamental value of respect. The 3 Rs, of *Respect for others; Respect for self; and Respect for school and property*, are well known by students, teachers and parents. The dignity of the College community is promoted by an attitude of respect and consideration for others. Encouraging respect, inclusivity and tolerance is evident in the Social Justice clubs that exist in the College such as *St Vincent de Paul* and the *Benenson Society*.

## 4.4 Faith Experiences

### Retreats, Activities, Reflection Days and Camps

Inspired by Saint Ignatius' desire to become closer to God, the College encourages students to embrace times of reflection, prayer and silence. The College hopes that retreats will assist them in finding their purpose in life, spiritual growth and taking the time to listen and hear God's voice in their hearts.

Every student from Years 3 to 12 participates in a retreat, activity, reflection day or camp once per year. The camps are centred on physical activities that help the students to bond with each other. Retreat experiences further the student's relationship with God. Students are encouraged to understand their feelings and aspirations more deeply and to appreciate what it means to live in a community where the purpose is to love and serve others.

In 2019 the focus for each Year Level was:

Year	Activity
3 and 4	Getaway Camp
5	Camp, Character Builders Leadership Day
6	Leadership Day, Ignatian Youth Conference
7	Broken Bay Outdoor Camp focussed on Belonging Reflection Day based on Community
8	Reflection Days focussed on Choices
9	Reflection Days focussed on Identity
10	Service based Retreat
11	Retreat theme <i>Finding God in All Things</i>
12	<i>Kairos</i> – a structured spiritual development retreat experience over four days

### Kairos Retreats

*Kairos* Retreats are offered to Senior students four times each year during holiday time. In 2019 120 students voluntarily undertook the retreat. *Kairos* is an experience of Christian community with a series of talks given by peers and adult leaders. Those attending participate in discussions

and various exercises. An important aspect of the retreat is that of peer ministry and former student participants of the retreat lead many of the activities.

### Chaplaincy

The Senior School Chaplains are guided by the highest Ignatian ideals of leadership, companionship and pastoral care. The Chaplains provide opportunities for students in their care to explore and deepen their relationship with God and others in the College community in the Ignatian tradition of *cura personalis*. The Chaplains achieve this by being involved in and offering a variety of experiences to the students in the areas of retreats, liturgy, sacramental life and interviews on a one-to-one basis or in groups.

The Youth Minister spends time with students in both a faith-based and pastoral care role. The role of the Youth Minister involves offering interactive student liturgy, attending relevant student retreats, coordinating World Youth Day, encouraging participation in Peer Led Youth Ministry (PLYM) and an ongoing interest in the wellbeing of each student.

## 4.5 Involvement of Parents, Old Boys and Others

The St Aloysius' College Parents and Friends Association (P&F) draws families closely into the life of the College. It organises regular social events for the parents of each Year group and for the College as a whole. The P&F holds regular forums to address areas of interest to the community. Strong attendance at these events is a testament to the engagement of the College community.

Though not a fundraising body, excess funds generated from P&F activities and events are donated to the College Foundation each year. The P&F runs a Second-Hand Uniform Sale with all monies raised donated to the College Bursary Fund.

Parents also play a key role serving in a variety of ways in the Co-Curricular program. This includes supporting committees, managing sport teams, refereeing and umpiring matches and organising and staffing catering facilities at sporting matches.

The College Alumni association, known as the St Aloysius' College Old Boys' Union (SACOBUS) maintains links with Old Boys of the College. SACOBUS funds fee assistance for Old Boys with sons at the College who are experiencing financial difficulties. A number of younger Old Boys are actively involved as coaches in the Co-curricular program as well as offering academic tutoring and support for current students.

Each year the College hosts a series of forums for new parents introducing them to Ignatian Spirituality and Jesuit pedagogy. In addition to the introductory information session, *Ignatius Draws us to Jesus*, a program on Ignatian spirituality and prayer, is conducted once a week over a five-week period for those members of the Aloysian Family who seek a greater understanding of Ignatian Spirituality.

Members of the Aloysian Family (Parents, Past Parents and Old Boys of the College) are encouraged to become involved in the various co-curricular activities offered by the College. The Director of Co-Curricula, recruits members of the Aloysian family to assist with fundraising, tour organisation, carnivals, Cadet Camps, setting up sports grounds and running catering facilities at sporting events.



## 5 Religious Education

---

### 5.1 Religious Education Program

#### Junior School

The Years 3 to 6 Program is faithful to the College's Catholic tradition and honours what is valued most deeply within its Jesuit spiritual heritage. It aims to contribute to the development of critical-thinking skills and to establish a sound level of religious and spiritual literacy in the students.

The texts *To Know, Worship and Love* are used as the major source for the Religious Education curriculum. The curriculum brings together the essential components of knowledge, understanding, appreciation and celebration of the rich tradition. It provides opportunities and skills for students to meet the challenge of living the Catholic faith in today's world. It is an inspiration for ongoing Religious Education and invites students to make sense of spirituality in everyday life. It covers the traditions of the Catholic community, scriptures and stories, in order to respond to the activity of God in their lives and to celebrate with others the mystery and life of the risen Christ. In 2019, all our Year 6 students (113 students) sat the Sydney Catholic Schools' Religious Education Test, in which 43 Distinctions and 6 High Distinctions were achieved.

#### Senior School

Religious Education (RE) in the Senior School is based on two curricula. In Years 7 to 10 the Catholic Archdiocese of Sydney's guidelines are implemented. In Years 11 and 12, the College follows the NSW NESA courses, Studies of Religion (SOR) and Studies in Catholic Thought (SICT), a non-ATAR course. The SOR course is studied at both 1 and 2 Unit levels; SICT is a 1 Unit course. Both curricula have been mainstays of the Senior RE program over the last decade, with SICT added in 2019. The College's results in the latter reveal a significant proportion of students in the upper two bands. Two hundred and forty hours are allocated across Stage 6 to SOR and one hundred and twenty hours to SICT with 320 hours spent in Stages 4 and 5. Stage 4 and 5 materials provided by Sydney Catholic Schools, are supplemented with Jesuit resources which seek to develop a better understanding of the life, work and mission of Saint Ignatius and the Society of Jesus (Jesuits). Students undergo a variety of assessment tasks in each unit, including four main tasks across the year. At the end of each semester, students undertake major examinations consistent with those experienced in other subjects. With Studies of Religion, regulatory tasks apply, including the Catholic Secondary Schools' Association Trial paper and the NESA HSC exam.

Classroom praxis is complemented by the range of faith and service experiences mentioned previously in this Report.

## 6 College Review and Development

---

### 6.1 Annual College Priorities 2019

The College targeted the following priorities in 2019 and each was achieved:

1. **Professional Learning 2019: Reflective Practice**  
The College's Professional Learning Program for teachers focused on 'Reflective Practice' in 2019. This will included the roll-out of the reflective practice tool used in the Junior School – *Educator Impact* – into the Senior School.
2. **Plan Magis**  
The College submitted its Capital Master Plan (*Plan Magis*) to the Department of Planning and Infrastructure as a State Significant Development Application (SSDA). This was approved. Phase 1 of *Plan Magis* involved the *Wyalla* Campus so that our Senior students benefited first from the investment our community made in revitalised classrooms and learning spaces. Works on *Wyalla* commenced in late 2019 and are now complete.
3. **Classroom Refresh**  
In 2019, classrooms on the Upper Pitt Street Campus were refreshed with new furniture and fittings.
4. **Staff Improvement Plan**  
The College developed a Staff Improvement Plan this year. This was developed in conjunction with a newly established Staff Consultative and Advisory Committee.
5. **Schoolbox**  
The College chose *Schoolbox* as our new portal and implemented this in 2019. All content created for the old *Manresa* was transferred across to *Schoolbox* as a part of this project. Implementation was completed in Semester 2, 2019.
6. **Fundraising: Bursaries and Plan Magis**  
The Foundation developed a Capital Fundraising Plan for the College's future. This Plan seeks to substantially increase the number of boys on means-tested bursaries in the Senior School as well as providing support to the building plans as contained in *Plan Magis*.

### 6.2 Projected College Priorities 2020

1. **HSC Performance**  
The College will be reviewing its HSC Performance and developing a plan for deepening learning and extending achievement for Stage 6 students.
2. **Teaching & Learning Framework**  
The College will finalize the development of a Teaching & Learning Framework for its teachers and students with a launch at the commencement of 2021.
3. **New Strategic Plan**  
The College will develop a new strategic plan to guide its mission from 2021-2025. This plan will be developed in consultation with all stakeholders within the College community.
4. **Staff Improvement Plan**  
The College will continue to work with its staff on the projects contained within the Staff Improvement Plan.
5. **Multi-Enterprise Agreement**  
Along with other independent schools, the College will seek to negotiate a new Multi-Enterprise Agreement with its Teaching and Support and Operational Staff.

6. *Educator Impact* & Reflective Practice  
The College will continue embedding reflective practice into the work of its teachers utilizing *Educator Impact* as the primary tool for this.
7. *Plan Magis* – Capital Works  
The College will complete Phase 1 of *Plan Magis* on the *Wyalla* Campus and continue preparations for the commencement of Phase 2 on the Upper Pitt Street campus.
8. Fundraising Campaign – Bursaries & Buildings  
The College will continue pursuit of its fundraising goals associated with its Bursary Program and its building plans within the overall Master Plan - *Plan Magis*.
9. Code of Conduct – Policy Project  
The College will continue to work towards its accreditation as a child-safe organization with the Australian Childhood Foundation with the development of a key suite of policies and training for all adult personnel.





### Junior School

In 2019, students and staff enjoyed a rich array of teaching and learning experiences and opportunities including Book Week and the Junior School Annual Readathon which are initiatives that seek to complement the school reading program.

Students from Year 5 and 6 participated in the Da Vinci Decathlon hosted by Knox Grammar School competing with over 800 other students in series of challenges to gauge their skills in areas such as problem solving, engineering and creative arts

Beyond the classroom thirty boys from Year 5 attended workshops at this year's *Sydney Writers' Festival*. The *Ignatian Youth Leadership Conference*, hosted by St Aloysius' College, was attended by fourteen of our Year 6 leaders alongside student representatives from Xavier College, Melbourne Saint Ignatius' College, Adelaide, Saint Ignatius' College, Riverview, Kincoppal, Rose Bay and Sacré Coeur, Melbourne. *Let Your Light Shine* was the theme and the conference focused on the fact that we are all called to be leaders within our communities through collaboration and action.

The Junior School continues to develop and extend teachers' professional knowledge and skills in explicit teaching for boys' literacy development. In 2019, teachers focussed on the new PDHPE syllabus, which was implemented across all schools nationally; continued their familiarisation of the Science and Technology Syllabus; and delved into Project Based Learning and the rewards this model of teaching brings to the classroom. Our Stage 2 teachers also attended professional development in 'The Writing Book', a language-based program from educators Sheena Cameron and Louise Dempsey. The invaluable lessons gained were implemented in numerous ways to enhance the delivery and outcomes of student writing. In addition to professional learning opportunities offered in the Junior School, staff participated in a series of professional experiences with our Senior School colleagues. These included re-familiarisation with the *Ignatian Pedagogical Paradigm*, *Cultures of Thinking*, *Meeting the Needs of Diverse Learners* and *Executive Functioning*.

We continued our relationship with the Sydney Theatre Company, having an additional three members of staff engaging in their 'School Drama Program' in Term II. This unique and rewarding experience pairs a staff member with an expert Teaching Artist. Together through a co-mentoring partnership they guide the students through an investigation of texts utilising engaging drama techniques to enhance student understanding and comprehension of text, a deeper understanding of characterisation and writing techniques. All classroom teachers now have these qualifications and are embedding these drama skills and techniques in their literacy programs to support student analysis and exploration of text.

### *Extension and Enrichment Program*

In 2019, the Junior School offered a wide range of activities to cater for the needs and development of gifted and talented students. These activities included *Mathematics Olympiad* and Science competitions, Chess, *Da Vinci Academic Decathlon*, Debating, *Tournament of Minds*, *Lego Robotics* and a number of gifted and talented workshops offered by the *University of NSW*, *IPSHA* and the *North Shore Harbourside Gifted & Talented (G&T) Network*. These programs were conducted both during and after school hours. All students in Years 3 to 6 participated in the English, Mathematics and Writing *ICAS* competitions organised by the *University of NSW Testing Centre*. Over the last two years, Loreto Kirribilli Junior School has worked with the Junior School to organise Gifted & Talented programs in the areas of Art, Poetry and Music in which students from both schools have come together for a number of workshops during the year.



## Senior School

Teaching and Learning at St Aloysius' College strives to be inclusive of all learners and encourages students to pursue strong academic results through consistent engagement and commitment to study. Jesuit education is a *living tradition* which promotes intellectual engagement and achievement, encourages students to reflect on the learning process and consequently, act with purpose. St Aloysius' College is committed to graduating young men who seek understanding, wisdom and truth, who are intellectually curious with a lifelong love of learning.

The relationship between the student and teacher is a significant element of teaching and learning at St Aloysius' College. Effective teachers understand that the relationship they develop with their students is fundamental to a student's learning, growth and achievement. The importance of nurturing this relationship between teacher and student has now been widely researched and the evidence affirms what good teachers already knew, that when teachers have positive relationships with their students, they are more likely to feel positive about school, they are more willing to work hard, to maintain a growth mindset, to take risks and to ask questions about their learning. The Jesuits, for a long period of time, have also espoused the significance of the development of a positive relationship between teacher and student. Fr Richard Tierney SJ has said that, *"a genuine teacher moves students to action ... one cannot possibly exaggerate the need to have good inspiring teachers."* The formation of teachers and allowing them the time and space to develop skills in their own teaching is also crucial if we want to promote a positive learning environment for our students and their teachers.

High expectations of students are an important element of teaching and learning at St Aloysius' College. It is well researched that the setting and maintaining of high expectations in the classroom which are shared and consistent, will result in more engaged learners and stronger academic results. John Hattie's research has demonstrated that when teachers are explicit in their learning intentions and set clear goals for their students, that this has the potential to 'influence student achievement both directly and indirectly by affecting the amount of material that the student learns as well as their motivation to try to learn'. (Hattie 2005) High expectations are also maintained by encouraging students to maintain a 'growth mindset'. Carol Dweck's studies of the power of mindsets in shaping and motivating achievement, demonstrate that fostering a 'growth mindset' in students has more positive effects than a 'fixed mindset.' This growth mindset model accompanied with the setting and maintaining of high expectations, is implemented by teachers so that the expectation of all students is to consider the potential for growth, improvement, and success, no matter the starting point.

St Aloysius' College is an academically rigorous environment where the curriculum provided by the NSW Education Standards Authority (NESA) is interpreted by teachers to offer challenge to our students, accompanied by the understanding that every student has a different starting point on the learning continuum. Academic rigor is applied in the classroom in order to stretch each individual student, encouraging them to pursue strong academic results and personal excellence. Assessment is used as a tool to gather data and evidence on individual students so that teachers can apply strategies to discover each students' point of learning and inform decision making in relation to student learning activities.

Teaching and Learning at St Aloysius' College also focuses on offering our students a variety of teaching practices and pedagogies in order to lift student engagement and commitment to the learning process. Firstly, differentiation strategies are employed by teachers to target individual learning needs. As described by Wormeli, (a leading academic in the study of Differentiation in teaching and learning) in 2006, *"Differentiated instruction is doing what's fair to students. It's a collection of best practices strategically employed to maximize students' learning at every turn ...it's highly effective teaching"*. These differentiation strategies include such things as allowing students to move at their own pace through new material, allowing student choice in their learning, instructing work that requires higher levels of critical thinking and assigning activities geared to different learning styles, interests and levels of thinking. Secondly, teachers use direct instruction and explicit teaching strategies to enable and empower students to master content and engage in deeper learning in a

particular subject area. Direct instruction is valued by our teachers and students as a method of garnering curiosity and encouraging further exploration of a topic. Finally, critical thinking is crucial as they learn to understand and interpret the world around them. Teachers explicitly teach students to think critically and creatively, employing thinking routines in order to generate deep understanding as well as the ability to inquire and problem solve.

Feedback is also a significant element of the teaching and learning cycle. Teachers at St Aloysius' College provide regular feedback to students in the classroom on a day-to-day basis. Teachers will also provide both written and verbal feedback on formal and informal assessment tasks. This feedback, *'aims to reduce the gap between where the student 'is' and where they are 'meant to be' – that is between prior and current achievement and the success criteria on each individual task'* (Hattie 2012). Students are encouraged to utilize this feedback as formative and carefully consider the areas of improvement noted in the feedback by their individual teachers.

Lastly, always mindful of the teachings of Ignatius, we recognise that it is only through reflection that we continue to discover ways to improve. Teaching and Learning at St Aloysius' College will remain consistent with this, continually researching, testing and acting on excellent practice so that our students can achieve their best.



## 7.1 NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7, and 9. NAPLAN results were made available to schools at the end of Term III, and NAPLAN reports were posted to families at that time. NAPLAN assesses literacy and numeracy skills that students learn through their regular school curriculum.

In 2019 the College transitioned to NAPLAN Online. Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is the use of tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance. Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely.

A student's NAPLAN score is based on the number and complexity of questions they answer correctly. The data below provides a snapshot of NAPLAN results for 2019. The move to NAPLAN Online and adaptive testing has meant highly capable students can now achieve results that are reflective of their literacy and numeracy skills. As revealed in the data below Year 3 students can now be assessed at Band 10 level. Under the former pen and paper system this was not possible.



### 7.1.1 Reading

Year 3	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					9.6	0.14
9					17.3	0.9
8					9.6	2.0
7					23.1	5.3
6	89.6	29.2	88.5	27.7	28.8	22.7
5	6.3	21.8	7.7	24.7	11.5	24.5
4	4.2	22.7	3.8	20.2	0.0	19.9
3	0.0	15.7	0.0	12.8	0.0	13.1
2	0.0	6.5	0.0	7.2	0.0	9.5
1	0.0	4.0	0.0	3.8	0.0	2.8

Year 5	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					3.5	0.3
9					25.7	1.9
8	75.2	18.4	66.1	17.4	46.9	15.0
7	19.3	21.3	28.6	20.9	17.79	22.8
6	4.6	26.1	4.5	23.8	6.2	28.2
5	0.9	17.0	0.9	19.6	0.0	18.4
4	0.0	12.7	0.0	11.2	0.0	9.1
3	0.0	4.5	0.0	4.5	0.0	3.8

Year 7	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					16.3	1.5
9	51.9	11.8	47.4	11.8	36.9	10.2
8	32.1	18.8	39.0	18.9	37.5	20.4
7	13.5	29.6	11.0	27.2	7.5	29.9
6	2.6	23.5	2.6	24.6	1.9	22.3
5	0.0	11.1	0.0	12.0	2.0	11.3
4	0.0	5.2	0.0	4.6	0.0	4.0



Year 9	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	34.2	7.6	38.2	8.2	32.3	7.1
9	40.1	17.1	40.8	16.6	43.9	18.4
8	24.3	33.7	18.4	30.1	20.00	29.4
7	0.7	21.1	2.0	25.6	2.6	26.0
6	0.0	15.9	0.7	14.2	0.6	12.7
5	0.0	5.6	0.0	5.2	0.6	5.7

### 7.1.2 Writing

Year 3	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	62.5	14.5	59.7	10.9	61.5	19.4
5	31.3	38.7	38.5	36.0	38.5	38.6
4	6.3	23.1	0.0	24.3	0.0	25.5
3	0.0	17.7	1.9	18.4	0.0	11.3
2	0.0	4.3	0.0	5.4	0.0	4.0
1	0.0	1.6	0.0	2.8	0.0	1.2

Year 5	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					1.8	0.1
9					20.5	2.7
8	34.9	5.3	19.7	4.6	33.0	10.5
7	28.4	12.8	33.0	11.5	32.1	19.3
6	28.4	30.0	30.4	27.2	6.3	28.5
5	8.3	36.0	17.0	35.9	0.0	25.2
4	0.0	9.3	0.0	11.5	0.0	11.0
3	0.0	6.5	0.0	7.0	0.0	4.4

Year 7	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					3.4	0.5
9	19.4	5.4	14.9	3.7	8.8	3.8
8	37.4	15.9	39.0	14.9	38.8	14.7
7	27.1	21.6	30.5	20.7	33.8	23.4
6	13.5	27.3	13.0	27.2	13.8	31.0
5	2.6	21.1	2.6	22.9	1.3	18.2
4	0.0	8.7	0.0	6.3	0.0	1.2

Year 9	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	19.6	7.3	28.3	5.6	17.4	4.4
9	30.1	10.7	23.0	9.8	26.5	9.4
8	37.3	27.2	30.3	24.8	38.1	24.7
7	11.8	20.0	13.2	21.5	9.7	25.3
6	1.3	18.7	5.3	19.5	7.1	21.4
5	0.0	16.1	0.0	14.0	1.3	12.3

### 7.1.3 Spelling

Year 3	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9					3.8	0.5
8					1.9	0.9
7					25.0	4.9
6	59.6	28.3	59.6	25.8	44.2	23.2
5	16.7	24.4	30.8	25.0	19.29	24.8
4	8.3	21.1	9.6	21.0	1.9	20.2
3	0.0	14.1	0.0	13.7	3.8	14.3
2	0.0	9.1	0.0	8.0	0.0	6.6
1	0.0	3.1	0.0	4.5	0.0	4.6

Spelling continued

Year 5	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					6.3	0.5
9					9.8	1.5
8	58.3	17.4	45.5	14.6	38.4	13.1
7	29.6	20.8	39.3	22.7	30.4	25.2
6	11.1	29.5	13.4	31.1	13.49	27.0
5	0.9	19.3	1.8	17.7	1.8	20.8
4	0.0	8.1	0.0	9.4	0.0	7.5
3	0.0	5.0	0.0	3.6	0.0	3.5

Year 7	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					18.1	1.5
9	48.1	14.3	37.7	12.7	35.0	12.1
8	41.7	27.0	39.0	23.0	34.4	21.6
7	6.4	26.9	19.5	25.9	9.4	29.5
6	3.8	17.3	3.9	22.2	13.8	31.0
5	0.0	9.8	0.0	9.5	1.3	18.2
4	0.0	4.7	0.0	5.7	0.0	3.7

Year 9	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	37.3	9.1	25.0	8.2	31.0	7.8
9	27.3	22.0	38.2	18.8	41.3	17.9
8	17.0	24.0	28.9	29.2	19.4	30.2
7	7.2	25.8	4.6	24.7	7.1	27.6
6	1.3	12.8	2.6	10.6	1.3	10.6
5	0.0	6.2	0.7	7.9	0.0	7.1



#### 7.1.4 Grammar & Punctuation

Year 3	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					1.9	0.9
9					21.2	1.4
8					26.9	3.0
7					15.4	5.7
6	87.5	35.8	88.5	30.9	19.29	27.9
5	12.5	26.2	7.7	16.8	11.5	21.8
4	0.0	14.4	3.8	23.2	3.8	16.4
3	0.0	10.7	0.0	12.5	0.0	12.9
2	0.0	6.8	0.0	8.2	0.0	6.8
1	0.0	6.0	0.0	4.2	0.0	3.5

Year 5	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					21.4	1.8
9					17.9	3.0
8	65.7	21.8	63.4	18.1	34.8	13.9
7	17.6	14.4	16.1	18.1	17.99	22.0
6	14.8	25.7	16.1	29.1	8.0	21.5
5	1.9	16.0	4.5	16.2	0.0	20.1
4	0.0	15.6	0.0	11.0	0.0	10.9
3	0.0	6.4	0.0	4.9	0.0	5.7

Year7	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					18.1	2.0
9	39.7	12.8	44.8	14.8	30.6	13.6
8	37.2	17.3	26.6	15.4	24.4	17.1
7	19.9	30.2	22.7	26.5	20.6	26.6
6	2.6	21.5	5.2	22.1	5.6	19.1
5	0.6	10.5	0.6	14.0	0.6	14.5
4	0.0	7.8	0.0	5.9	0.0	6.2

Grammar and Punctuation continued

Year 9	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	35.3	11.1	26.3	9.0	29.7	7.5
9	24.2	13.7	37.5	17.9	34.2	14.5
8	28.1	26.7	25.0	29.3	24.5	24.6
7	10.5	24.6	8.6	19.5	9.7	27.4
6	2.0	15.3	2.6	17.4	1.9	17.3
5	0.0	8.5	0.0	6.5	0.0	7.1

7.1.5 Numeracy

Year 3	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					1.9	0.1
9					5.8	0.2
8					19.2	1.0
7					34.6	3.1
6	89.6	23.0	82.4	17.8	19.2	15.3
5	10.4	10.3	17.6	25.7	13.5	23.4
4	0.0	27.3	0.0	26.5	3.8	25.9
3	0.0	17.0	0.0	16.6	1.9	18.6
2	0.0	9.6	0.0	10.1	0.0	9.5
1	0.0	2.9	0.0	2.1	0.0	2.8

Year 5	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					8.0	0.6
9					20.5	1.9
8	63.9	13.4	66.1	12.5	33.0	10.5
7	26.9	19.1	23.2	19.6	32.1	19.3
6	8.3	29.3	9.8	25.8	6.3	28.5
5	0.9	23.6	0.9	26.3	0.0	25.2
4	0.0	11.6	0.0	12.1	0.0	11.0
3	0.0	3.0	0.0	2.6	8.0	0.6

## Numeracy continued

Year 7	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10					44.7	3.4
9	62.2	17.1	62.1	13.5	32.1	14.6
8	29.5	17.8	26.8	17.7	18.9	19.7
7	7.7	29.0	9.8	28.7	3.8	26.5
6	0.6	22.2	1.3	25.3	0.6	21.3
5	0.0	11.6	0.0	11.7	0.0	10.9
4	0.0	2.4	0.0	2.2	0.0	3.5

Year 9	2017		2018		2019	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	46.7	12.1	60.5	13.0	54.8	11.5
9	36.8	17.7	28.3	17.4	29.0	17.2
8	14.5	28.7	10.5	26.2	14.2	27.3
7	2.0	25.9	0.7	27.5	1.9	28.6
6	0.0	14.6	0.0	13.3	0.0	14.1
5	0.0	1.0	0.0	2.5	0.0	1.3

## 7.2 NESA Minimum Standards Testing

Students now need to pass online reading, writing and numeracy tests of everyday reading, writing and mathematics skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2020. Students sitting the HSC in 2019 do not need to take these tests or meet the HSC minimum standard.

Students are required to achieve at least Level 3 in each of the three online tests to meet the HSC minimum standard. The tests can be administered to students up to twice a year in Years 10, 11 or 12. In 2019, 100% of Year 10 students were successful in meeting the NESA minimum standards requirements.

### 7.3 Higher School Certificate

The Class of 2019 received a pleasing set of results in the HSC.

**There were a number of highlights:**

- The College estimates that 75 students (49%) of a cohort of 153 achieved an Australian Tertiary Admission Rank (ATAR) of 90 or above. 43 students achieved an ATAR of 95 or above, while 6 students had an ATAR above 99.5.
- The Dux for 2019 is **Matis Renard**. Matis achieved an ATAR of 99.75. Congratulations Matis.
- There were 272 mentions on the *Distinguished Achievers* list. Distinguished Achievers are the students who achieved a result in the highest band (Band 6 in a 2 unit course or Band E4 in an extension course) for one or more courses.
- The *Premier's All-round Achievers* list recognises those students who received a Band 6 or Band E4 result in 10 or more units in their course of study. This year, 10 St Aloysius' College students were named on the list.
- Two students were ranked as Top Students in their course.
- 100% of courses studied at St Aloysius' College were above the State mean.
- 6 courses studied at St Aloysius' College were 10 or more marks above the State mean: Ancient History, Biology, Geography, Mathematics Standard 2, Modern History, & PDHPE.
- 100% of students achieved a Band 5 or Band 6 in French Continuers, Geography, Music 1 and Music 2.
- 100% of students achieved in the two highest extension Bands for English Extension 2, French Extension, Japanese Extension, Mathematics Extension 2 and Music Extension.
- 98% of students achieved in the two highest extension Bands for Mathematics Extension 1.
- 95% of students achieved in the two highest extension Bands for English Extension 1.
- 93% of Drama students received a Band 5 or Band 6.
- The percentage of Band 6 and Band E4 results achieved from examinations sat is 29.66% (272 from 917 examinations sat).

#### Merit Lists

The following table compares published results from the HSC Merit List between 2014 and 2019. It indicates that results have remained consistent across the past six years.

Year	All Rounders	Top Achievers	Distinguished Achievers
2019	10	2	272
2018	11	1	261
2017	9		282
2016	16	3	345
2015	7	3	290
2014	16	9	304



## Results in Bands

The following table reflects strong results across the top bands.

### Band Results for all 2-unit courses

Band	2015	2016	2017	2018	2019
6	233 (30.3%)	274 (34.0%)	219 (28.6%)	215 (27.3%)	215 (26.8%)
5	385 (50%)	391 (48.6%)	365 (47.7%)	387 (49.1%)	394 (49.1%)
4	135 (17.6%)	123 (15.3%)	152 (19.8%)	152 (19.3%)	139 (17.3%)
3	15 (2%)	17 (2.1%)	24 (3.1%)	29 (3.7%)	45 (5.6%)
2	1	0	6 (0.8%)	5 (0.6%)	9 (1.1%)
1	0	0	0	0	1 (0.1%)

(2019: Total of 803 individual student results in 2 Unit courses, including 1 unit Studies of Religion)

### Band Results for all Extension courses

Band	2015	2016	2017	2018	2019
4	57 (45%)	71 (52.2%)	60 (44.8%)	42 (35.3%)	56 (49.1%)
3	68 (53.5%)	59 (43.4%)	66 (49.3%)	70 (58.8%)	54 (47.4%)
2	2	6 (4.4%)	7 (5.2%)	7 (5.9%)	4 (3.5%)
1	0	0	1 (0.7%)	0	0

(2019: Total of 114 individual student results in Extension courses)

## Premier's All-Round Achievers

There were eleven students named in the *Premier's All-round Achievers list*. These students scored 90 or better in ten units. They were:

**Leo Carlile**

**Finn Crawford**

**Luke Ingram**

**Alexander Ishak**

**Luca Marchione**

**Daniel McNamara**

**Alexander Mowbray**

**Samuel Potter**

**Harry Stanton**

**Matthew Stapleton**

## ATAR Calculations

- 6 students achieved an ATAR above 99.5, with 37 students scoring between 95 and 99.
- 75 students achieved an ATAR over 90. Thus, approximately half of the cohort achieved this rank compared to 16.8% in the State.
- The median ATAR was 86.5.
- The following students achieved an ATAR above 99:

**Finn Crawford (99.5)**

**Alexander Ishak (99.6)**

**Daniel McNamara (99.55)**

**Samuel Potter (99.5)**

**Matis Renard (99.75)**

**Harry Stanton (99.55)**

## Creative Arts

The Class of 2019 has had a significant number of students nominated to display/perform in the varying showcases for the HSC Creative and Performing Arts courses. Two of these students were subsequently selected to showcase their work. This reinforces the healthy state of Creative and Performing Arts at St Aloysius' and the important place it plays in both the cultural and academic life of the College.

### Drama

- **Samuel Potter** (*The Glass Menagerie*), **Lachlan Powe** (*Seeking Wild*) and **Max Walburn** (*Gallopig Foxley*) were nominated for *OnSTAGE*, the HSC Drama Showcase for their individual performance.
- **William Anstee**, **Brendan Doyle**, **Samuel Potter** and **Flynn Sloan** were nominated for *OnSTAGE* for their group devised performance, *Prove It?*.

### Music

- **Joel Larsen**, **Cooper Rands (Year 11)** **Anthony Sahagian**, **Alex Tsang** and **James Walbank**, Music 2 students, were nominated for *ENCORE*, the HSC Music Showcase.

### Visual Arts

Two students were nominated and **selected** for inclusion in *ARTEXPRESS*, the HSC Visual Arts Showcase:

- **Daniel Tandany** for *Cluster*
- **Matthew Valerio** for *Oh What a Night!*



## Subject Results

The following table presents all the HSC test results with figures representing the actual student numbers in each band:

Course	#students	Band 2	Band 3	Band 4	Band 5	Band 6	% 5-6
Ancient History	27	0	2	3	12	10	81%
Biology	30	0	3	4	14	9	77%
Business Studies	36	1	1	9	21	5	72%
Chemistry	51	2	5	9	22	13	69%
Drama	14	0	0	1	7	6	93%
Economics	28	0	1	4	15	8	82%
English Advanced	148	1	4	32	91	20	75%
English Standard	5	0	0	4	1	0	20%
French Continuers	8	0	0	0	3	5	100%
Geography	7	0	0	0	4	3	100%
Japanese Continuers	7	0	1	1	4	1	71%
Legal Studies	11	1	2	1	7	0	64%
Mathematics	109	1	7	19	24	57	74%
Mathematics Standard 2	43	0	0	13	19	11	70%
Modern History	61	0	5	5	36	15	84%
Music 1	6	0	0	0	1	5	100%
Music 2	7	0	0	0	2	5	100%
PDHPE	36	0	1	5	23	7	83%
Physics	46	2	4	12	18	10	61%
Studies of Religion I	59	1	6	13	31	8	66%
Studies of Religion II	39	0	3	4	24	8	82%
Visual Arts	25	0	0	1	15	9	96%

In Extension Courses, there are four bands E4 to E1, with E4 being the highest.

Courses	#students	E1	E2	E3	E4	%E4
English Extension 1	21	0	1	14	6	28.6%
English Extension 2	4	0	0	4	0	0%
French Extension	4	0	0	2	2	50%
History Extension	7	0	1	3	3	42.9%
Japanese Extension	1	0	0	1	0	0%
Mathematics Extension 1	55	0	1	22	32	58.2%
Mathematics Extension 2	17	0	0	7	10	58.8%
Music Extension	3	0	0	0	3	100%
Science Extension	2		1	1	0	0%

### 7.3.1 Post-School Destination of HSC Graduates 2019

Nearly all students from the class of 2019 received a University offer in line with their preferences. Students chose to study a wide range of courses at institutions across New South Wales and the Australian Capital Territory. To make informed decisions students were encouraged to explore the skills, knowledge, internship opportunities and most importantly graduate outcomes before making their decision. It is important to note that University Admissions Centre (UAC) do not provide data on the offers accepted nor the university enrolments that follow. Additionally, this report does not reflect the offers made directly by the Australian National University. Macquarie University made 22 offers as part of their early entry pathway *Leaders and Achievers* across a broad range of courses.

This year there was strong interest for the University of Technology. This was followed by the Australian National University and the University of Sydney. Business and Commerce continue to be the most popular areas of study to pursue, followed by Engineering. There was strong support for Double degrees with 70 offers which aligns with the demand for a greater breadth of skills from employers.

The Class of 2019 were successful in receiving two UTS Coop Bachelor of Accounting Scholarships. Two of our students are pursuing studies at TAFE recognising the benefits of a vocational pathway given the skills shortages facing the Australian labour market.

First round offers as a percentage of the graduating Class of 2019 per UAC

University	%students	University	%students
<i>University of Sydney</i>	23	<i>Australian National University</i>	21
<i>UNSW Australia</i>	14	<i>Australian Catholic University</i>	2
<i>University of Technology</i>	29	Other	3
<i>Macquarie University</i>	8		

First round university offers per course with double degrees counted individually.

Course	#students	Course	#students
Business/Commerce/Economics	42	Science	11
Arts	12	Engineering	25
Law	13	Medicine	5
International Studies / Security Studies	4	Applied Health Sciences/ Exercise Sport	4
IT	5	Psychology	3
Communication/Media	8	Physiotherapy	3
Education	2	Pharmacy	1
Music	2	Architecture/Design	6
Aviation	1	Construction	4



## 7.4 Co-Curricular Activities

### 7.4.1 Junior School Co-Curricular Program

#### Sport

Students in Years 3, 4, 5 and 6 are expected to participate in both summer and winter team sports that are played throughout the year on Saturday mornings. The Junior School competes in the Saturday sporting program organised by Independent Primary School Heads of Australia (IPSHA). While winter sport at the College is compulsory, exceptions are made for summer sport participation in order to allow students to honour commitments made to local club competitions prior to commencing the year, allow time for new students to adjust and settle into the Junior School and because the Junior School cannot accommodate every student in his preferred summer sport. In summer, Basketball, Cricket, Tennis, Touch Football and Water Polo, are the main sports offered to students in Years 5 and 6. For those boys in Year 3 and Year 4 the options are Basketball or Cricket. Students also have the opportunity to trial for College Athletics, Swimming and Cross Country. In winter, when all Junior School students are required to play a winter sport, the options are AFL (Year 5 and 6), Football (Soccer) or Rugby Union.

In both summer and winter seasons, students attend weekly before and/or after school training sessions as well as an 80-minute skills session held in school time on Fridays. For the duration of the season they finish each week with a Saturday match commitment. For some sports (Cricket, Tennis, Water Polo) we also offer training squads to develop boys who may be new to the sport but have expressed an interest in playing for the College.

#### Music

All students in Years 3 and 4 receive one music lesson each week and they also participate in the College's compulsory strings program. In Years 5 and 6, students receive two music lessons per week. The Year 5 students also have the option to take advantage of the optional Concert Band Program where they are eligible to receive three terms' free tuition on either a brass, woodwind or percussion instrument of their own choice. The College offers tuition on most instruments. Students also have the opportunity to take part in the co-curricular music program which includes a variety of choirs, concert bands and string ensembles as well as a jazz ensemble, a guitar ensemble and a rock band. All students are encouraged to become involved in an ensemble.

#### Debating

Students in Year 6 can participate in the *IPSHA and Independent Schools Debating Association* (ISDA) competitions, as well as the *Aloysian Inter-House Social Debating* competition. Debating runs from Term I to Term IV and allows experienced students to compete along with those who would like to learn.

Years 4, 5 and 6 students can also participate in the *Aloysian Social Debating* program which takes place in Terms III and IV only and involves after school workshops and debates.

#### Chess

The College Chess Club trains once a week, with four teams competing in the *NSW Chess League* competition and an inter-house competition. Students are taught the basics and shown new skills to improve techniques.

#### Tournament of Minds

In 2019, we entered three teams in the regional Tournament of Minds (TOM) competition. The twenty-one boys from Years 5 and 6 gained great skills in the disciplines of Drama, Maths Engineering and Social Sciences through their participation in this year's program. The aim of Tournament of Minds is to enhance the potential of our students by developing diverse skills, enterprise, time management, and the discipline of working collaboratively within a challenging and competitive environment. All participating students engaged in the process with a number of standout performances.

## 7.4.2 Senior School Co-Curricular Program

### Sport

All students from Years 7 to 12 are involved in both summer and winter sports, representing the College in the *Associated Schools of NSW (CAS)* Competition on Saturdays. In summer, students selected from a range of sports including Basketball, Cricket, Fencing, Swimming, Tennis, Taekwondo, Volleyball and Water Polo. In winter, students selected from AFL, Cross Country, Fencing, Football, Rugby Union, Taekwondo, Tennis and Volleyball. Athletics, though not compulsory, was held in Term III between winter and summer seasons with the College achieving second place. For all sports, students attended two training sessions each week. At the end of each season, senior players from Basketball, Cricket, Football, Tennis and Rugby Union were selected in CAS teams to play against other various associations. In 2019, St Aloysius' College were premiership winners in Water Polo and Winter Tennis.

### Tours and Carnivals

In 2019, the College attended the *Australian Jesuit Schools' Tennis Carnival* at Riverview and the *Jesuit Schools' Basketball Carnival* in Adelaide. These carnivals brought together students from all Jesuit Schools in Australia. A Rugby Development Squad travelled to England, Ireland, Scotland and Wales to train and play against Jesuit or Companions Schools. In addition, an Opens Football Squad travelled to England and Spain to train at world class facilities and compete against top class opposition. The 1sts Water Polo team took part in the annual *Trans-Tasman Tournament* in New Zealand.

### Cadets

Over 300 students involved themselves in Cadets in 2019. It is a non-compulsory co-curricular program. Cadets ventured to Singleton in April for the annual Cadet Camp and in September for the annual Cadet Bivouac. The Cadet Promotion Course took place in the June/July holidays. In June, the annual Cadet Passing Out Parade was held at the *College Oval*, followed by the Cadet *Dining In Night* in the *Great Hall* that evening. The College farewelled 34 Year 12 students who had been involved in Cadets since Year 7.

### Debating / Public Speaking

Senior School debaters were involved in the CAS, ISDA and FED Debating competitions. The 1sts debating team competed in the *Australian Jesuit Schools' Debating Carnival*, hosted by Xavier College, Melbourne and were victorious in the overall Debating Shield. The College was also well represented in a wide range of Public Speaking competitions, including the prestigious *Lawrence Campbell Oratory Competition* hosted by North Sydney Boys High School.

### Drama

Drama students were engaged in numerous productions throughout the year including *Amadeus* and *The Addams Family*. The College entered in the annual Theatresports competitions. The Senior team progressed through the heats to the State Grand Final and were victorious.

### Music

The Annual Music Gala Concert took place at the Concourse, Chatswood. Performances from the Junior School and Senior School Ensembles including Zipoli Choir, Stage Band, Chamber Choir, College Choir, Symphony Orchestra, Chamber String Orchestra, Concert Band, Symphonic Wind Ensemble, Senior Music Students and the Open Winners of the Fr Willcock SJ Instrumental and Vocal Competition. It was a fantastic evening to showcase a snapshot of our talented musicians and Music program.

### Tournament of Minds

In 2019, the Senior School had two teams compete in the regional tournament as Social Science teams. The students worked well in their teams and came up with original solutions to their challenges.





## 8 Pastoral Care of Students

---

Pastoral Care at St Aloysius' College is an expression of the Ignatian virtue of *cura personalis*, or care for the individual, one of the *Characteristics of Jesuit Education*. As such, it is to be seen and experienced as a core value embedded in our classroom, community and culture. It is grounded in the dignity of the human person (because of their being loved by God) and the consequences which flow from this.

As a Jesuit school we encourage pastoral care activities that endeavour to seek the *Magis*. This refers to the more loving and generous way of serving God and each other. In striving for the *Magis*, we seek the deeper wellbeing of each person. All members of the community are encouraged to take a personal interest in the development of the whole person, educating the heart and the mind. Pastoral care promotes a positive, whole-school culture where each student can feel connected with others and flourish in a sense of his gifts, achievements and personal dignity.

### 8.1 Pastoral Groups

Pastoral Mentors in the Senior School guide students to seek the *Magis* and through their formational role with the students, become significant adults in each student's life. They guide and mentor their allocated Pastoral Group throughout the year, monitoring student wellbeing and offering encouragement and support for each individual student by providing care and guidance, and responding to their day-to-day needs. They support their personal growth, the development of interpersonal relationships and a set of core values to guide young men in making life decisions at the College and beyond. Ultimately, we hope these life decisions are informed by a concern for the needs of others, rather than being made solely for the betterment of oneself. Pastoral Mentors promote values that enhance inclusivity and self-responsibility, deepen faith, and advance human dignity.

In the Senior School, there are twelve Pastoral Groups per year: three per House from Years 8 – 12 and two per Homeroom in Year 7. Each Pastoral Group is led by a Pastoral Mentor who works in partnership with their respective Head of Year. Pastoral Mentors are the significant adult in the life of each student at the College. The Pastoral Mentor spends five years alongside each student in their group as they move through Years 8 to 12.

The Pastoral Group is a community of students supported by a Pastoral Mentor who relate, support and learn from one another. The Pastoral Group is a forum for discussion and development, designed to contribute to each student's wellbeing, moral and spiritual development and foster the formation of the whole person. Discussions in the Groups cover a wide range of areas: from academic progress and subject choices to Co-curricular involvement or spiritual development. There is also the possibility for Pastoral Groups to go on a Pastoral Group outing once each semester.

Pastoral Groups meet three mornings per week for 15 minutes, and four times per term for an extended Pastoral Period (55 minutes).

### 8.2 Junior School Pastoral Care

Pastoral Care in the Junior School is based on a deep respect for the dignity of the individual person as we are all made in the image of God. By providing a strong sense of wellbeing and belonging, our boys, as well as the parents and staff of our school community, are affirmed in their dignity and worth. There is a structured Pastoral Care program, a Personal Development program, and a series of strategies that are used within the school. We assist the boys to work towards their full potential spiritually, physically, socially, intellectually and emotionally as we strive to present a holistic education of the individual. Leadership opportunities at the Junior School are based on the principle that each student has the potential to be a leader and each was encouraged to use his individual gifts and talents in the service of others.



Year 6 students had opportunities to positively impact on their peers and the College. There were five student committees, each led by a Prefect, to lead students in initiatives in Liturgy, Social Justice, Environmental, Digital Media and Student Services. These five committees enabled forty Year 6 students to exercise their leadership qualities through service in action. The SRC, made up of a representative from each of the twelve classes across Years 3 - 6, worked closely with the Year 6 leaders in trying to make the Junior School an enjoyable experience in which to teach and learn for everyone. Thirty students from Year 6 were chosen to represent the College at the 2019 *National Young Leaders Conference* that was held at Darling Harbour. The *Year 6 Leadership Day* training program aims to develop students into strong and resilient young people who are inspired to use the leadership opportunity they have been given to make a positive difference.

St Aloysius' College hosted this year's Ignatian Youth Leadership Conference at Stanwell Tops, south of Sydney. The theme of the conference was '*Let your Light Shine*' which encourages us all to use our gifts and talents as much as we can and to give others a go so that they can let their light shine. It was attended by fourteen of our Year 6 Leaders alongside student representatives from St Ignatius' College, Riverview, Loreto Kirribilli, Kincoppal Rose Bay, Redfern Jarjum College from Sydney, Sacré Cœur and Xavier College from Melbourne and Saint Ignatius' College from South Australia.

All Year 5 students undertook a leadership day facilitated by staff from *Character Builders* and staff from the Junior School. The motto for the day was "*Stepping Up and Stepping Back*". This day was the precursor to the Year 5 students having the opportunity to apply for the variety of Committees and Leadership positions in the Junior School for Year 6.

To ensure new students become valued members of St Aloysius' College, our Year 12 Buddy Program forms an integral part of the Junior School's pastoral care system. On their very first day, a new student in Year 3 and 5 is partnered with a Year 12 student. The young students have a point of contact with the Seniors of the College and are made to feel welcome. The students met regularly throughout the year in a variety of mentoring activities.

### **8.3 Senior Student Representative Council Report 2019**

The Student Representative Council (SRC) at St Aloysius' College is a body chosen by the students through a nomination and peer voting election process. Students from Years 7 to 12 are represented on the SRC. The Senior Prefect for the SRC is the Chair.

The SRC meets fortnightly to discuss issues of interest to students. Among other events, the SRC is responsible for St Aloysius' Day, a celebration held annually for the students and staff of the College on or near St Aloysius' Feast Day on 21 June. The students organise activities for the day which should have a focus on both the celebration of our College community and, in 2019, a focus on Jesuit programs assisting those in need in our world. Early into Term 1 the SRC organised an active participation in the World's Greatest Shave campaign.

The SRC organised an assembly focused specifically on the theme and concept of *Respect*, discussing its importance both within the College community within the walls of our school as well as in our everyday lives beyond the College. Term 2 concluded with the annual event of Aloys' Day, on which the SRC representatives were instrumental in the day's fruition, each serving an hour of their time to commit to duties of assistance which included monitoring the lines at rides, collecting money, and helping set up or pack up the day. The day featured events such as the infamous Staff-Student Debate and Basketball Game, *Aloys' Got Talent*, as well as a courtyard filled with rides and activities, food trucks, and, of course, a complimentary donut for each student after Mass.

This year, the SRC have also established a relationship with the newly formed Environment Committee – an exciting action that could potentially implement more sustainable and eco-friendly initiatives into College life, ideas suggested by both SRC representatives and members of the Environment Committee.

## 8.4 Companions Program 2019

The *Companions* Program was established in 2011 to provide assistance and support to students lacking a male role model in their lives. The Program aims to develop a mentoring relationship between young *Old Boys* of the College and these students, providing them with an additional male presence in their lives; positive role models who offer support, guidance and encouragement on a regular basis. In 2019 seven students from both the Junior and Senior campuses were involved. The program usually takes place over two years with constant contact between the Mentor, Mentee and the program supervisor.

## 8.5 Wellbeing Programs

The primacy of the horizontal pastoral care structure has allowed the College to offer programs that are targeted at particular age groups to ensure that the content covered is relevant and suitable for the audience. As part of our renewed Pastoral Care model this year, students participate in regular extended pastoral periods with their Pastoral Mentor. The hour-long periods vary throughout the year and follow a number of different formats, from skill development workshops to university style lectures and tutorials. Each session has been designed to facilitate age specific activities that bring about positive outcomes for students, whether they are academic, social or spiritual in nature. Some of the topics that were covered in 2019 were:

- *Study without Stress*
- *Cool Kids Program*
- *Resourceful Adolescent Program* (RAP)
- *Sleep Connection Program*
- Drug and Alcohol Education
- Mental Health First Aid
- Team building
- Cyber-safety and Welfare
- Bullying

The Year 6 evening included a multimedia presentation on anti-cigarette advertising, and challenged the students with a number of hypotheticals. Many parents expressed their keenness to share the knowledge learnt with their child after receiving the same input. The College's Counsellors also work with the program *Mind Matters* to help build resilience among students. It takes up issues such as bullying, grief, anxiety, depression, and substance misuse.

## 8.6 Student Management / Welfare / Discipline Policies

The College's Mission Statement recognises the significance of working in cooperation with families in the development of their children. As such, at all times the College endeavours to work with parents, who are the primary educators of their children. The aim is to graduate students who possess the virtues of fortitude, gratitude, compassion and justice and who will engage in cooperative action in the world for the common good. Believing that all human beings are created equally and in the image of God; and being committed to Jesus' words to "do unto others as you would have them do unto you" and to "love your neighbour as yourself", the College aspires to give witness to Christian values. With this in mind, every member of the St Aloysius' College community has a right to be treated as an individual with dignity, to feel safe, to learn and to be free from anxiety. In the Senior School, all matters of student welfare are generally referred to Heads of Year in the first instance and investigated accordingly.

## Policies for Student Discipline, Behaviour and the Promotion of Respect and Responsibility

The actions and behaviour of all the members of the College community contribute to the creation of a positive, caring and safe environment for all members. The good order and discipline of the College requires the adoption of standards of behaviour where listening to, and communicating with, others are highly developed skills and a culture whereby each person accepts responsibility for self and others. The dignity of all people should be promoted by an attitude of respect and consideration for the other. The aim is to guide students to a state of internal and external freedom and to be integrated human beings. Students are encouraged to exercise self-discipline and accept personal responsibility for their thoughts and actions. The one fundamental value underlying all College rules is respect.

POLICIES & STATEMENTS	REVIEWED/AMENDED 2019	ACCESS TO FULL TEXT
Pastoral Care Handbook <ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Justice Schema</li> <li>• Support Schema</li> <li>• Safe School Policy</li> </ul>	Reviewed	Printed in College Diary and online on College intranet
College Statement on Behaviour off Campus	Reviewed	Printed in College Diary
College Statement on Theft	Reviewed	Printed in College Diary
College Statement on Internet and Computer Usage	Reviewed	Printed in College Diary
College Statement on Teenage Parties	Reviewed	Printed in College Diary
College Statement on Incidental Leave	Reviewed	Printed in College Diary and online on College intranet
College Statement on Drugs and Substance Abuse	Reviewed	Printed in College Diary
College Statement on Child Protection	Reviewed	Full text available online on College intranet
Safeguarding 'Code of Conduct'	Adopted	Full text available online on College website
Complaints Guidelines	Reviewed	Full text available online on College intranet
Health and Distribution Monitoring of Medication Policy	Reviewed	Full text available online on College intranet
Homestudy Policy	Reviewed	Full text available online on College intranet
Student Attendance Policy	Amended	Full text available online on College intranet
Student Leadership Policy	Reviewed	Full text available online on College intranet
Student Supervision Policy	Reviewed	Full text available online on College intranet
Supporting Students with Special Needs Policy	Reviewed	Full text available online on College intranet
Planned Student Absence Policy	Reviewed	Full text available online on College intranet

## 8.7 Guidelines for Child Protection

St Aloysius' College is committed to the rights of all children and young people to feel safe and be safe when participating in College activities, services and programs. The College has zero-tolerance towards abuse and neglect of children and young people. College policies and procedures reflect child safe legislation, are aligned with the *Australian Human Rights Commission's National Principles for Child Safe Organisations* and promote best practice and care for the children and young people within the College. The Board of the College approves and endorses policies and procedures ensuring all who work with, or alongside, our students are committed to their safety and wellbeing.

The College's safeguarding 'Code of Conduct', introduced by the Australian Province of the Society of Jesus in 2019, outlines our expectations for behaviour towards children and young people. All within our Any individual engaged in activities at the College, regardless of their role or level of responsibility, are expected to act to safeguard children and young people from such harm by adopting appropriate safeguarding practice and behaviour set within the policies and procedural guidelines, when carrying out their roles, and report any abuse and neglect of which they become aware to the Principal or his delegate and/or to external authorities responsible for child protection or to police, regardless of whether that abuse is being perpetrated by personnel within our organisation, or by those outside the organisation.

The College clearly outlines and communicates to all Board members, employees, volunteers, contractors and third-party providers the safeguarding responsibilities, policies, procedures and practices required by personnel in relation to keeping students free from abuse and neglect.

Our students are regularly informed about their rights, particularly their right to feeling safe, being safe and being listened to. They are informed about the behaviours they can expect from the adults who work with them and the mechanisms for reporting abuse and neglect, including how to make a report and to whom that report can be made.

The College's 'Statement on Child Protection' ensures all adults who work with, or alongside, our students are aware of their legal obligations and know how to report and respond to all instances, allegations, disclosures or reasonable concerns of abuse or neglect involving children and young people in a consistent, timely and sensitive manner. This includes reporting breaches or actions of other personnel within the organisation that contravene policies and procedures, as outlined in our safeguarding 'Code of Conduct'.

The likelihood that the College, or an external recruitment agency or contractor, will recruit a person who is unsuitable to work/volunteer with children or young people is minimized by having appropriate measures in place and requiring applicants to undergo extensive screening processes prior to appointment.

The College supports ongoing education for all personnel in relation to how keeping children and young people safe will be fulfilled. This includes training for personnel regarding children's rights, voices and participation, cultural safety and humility.

The College monitors and supervises all personnel, including contractors and partner organisations, for appropriate practice and behaviour in their delivery of service to our students. Any failure to observe our behavioural guidelines is taken seriously, and we are committed to taking appropriate disciplinary and legal action wherever necessary.

The full text of the College's 'Statement for Child Protection' and safeguarding 'Code of Conduct' are publicly available on the College website and available in child-friendly versions. In developing a safe, inclusive and supportive environment, all students, their families and members of the College community are encouraged to provide input and feedback through the College Intranet, *Manresa* and the College Website.

Response strategies include informing the College staff of the process to be followed should any allegation be made, with reference to *The Association of Independent Schools NSW* and the *NSW/ACT Independent Education Union – Recommended Protocols for Internal Investigation and Disciplinary Proceedings*.



## 8.8 Policy for Complaints and Resolving Grievances

Complaints are regarded as formal when they are received in writing or verbally at an appointment made for that purpose with a member of staff. A Whistleblower Policy was introduced in 2019 and provides for a confidential and comprehensive response.

The nature of the complaint and the action taken are recorded by the staff member receiving it, unless the complaint is of such a nature that it needs to be referred to someone more senior. The complaint, action taken and communication of the outcome to the complainant are filed, either in the student's personal file or as an electronic note in the College database and in a register kept for that purpose.

If a complainant is not satisfied with the outcome, they may refer the matter to a more senior relevant member of staff and ultimately to the Principal and Rector – according to their area of responsibility. Formal complaints referred to the Principal or Rector are reported to the College Board together with details of the response made.

Complaints about the Principal or Rector may be addressed to the Chair of the College Board. The full text of the College's Complaints Guidelines is available to members of the College community through the College Intranet, *Manresa* and on request.

## 9 Parent, Student and Teacher Satisfaction

---

### Parent Satisfaction

Parents at St Aloysius' College are offered opportunities to provide feedback regarding their levels of satisfaction both formally and informally. The school engages MMG Education to develop, administer and conduct comprehensive online surveys of parents and students in Years 7 and 12. MMG Education specialise in school research and strategy and provide benchmarking data that is reviewed together with other information to identify improvement projects.

In addition, the College Parents and Friends Association (P&F) conducts forums where parents are given the opportunity to provide feedback on their levels of satisfaction. Parents also provide feedback via email and in meetings.

### Staff Satisfaction

Staff are invited to provide feedback in regard to the programs and operation of the College through their Heads of Department and Supervisors, as well as curriculum program evaluations. The leadership team meetings include standing items on the agenda related to staff wellbeing and related matters. In addition to this, in October/November of 2018 the College undertook its first Staff Satisfaction Survey, a project implemented by the Principal, driven by a voluntary committee of teaching and support staff and led by a team from Macquarie University, the *Voice Project*. Feedback was sought via an anonymous online survey and open-ended questions, addressing such areas as leadership, teamwork, communication and cooperation, issues that affected job satisfaction, etc. The results of the survey provided valuable feedback which has informed College planning for 2019. Staff are also invited to provide feedback through exit surveys and interviews.

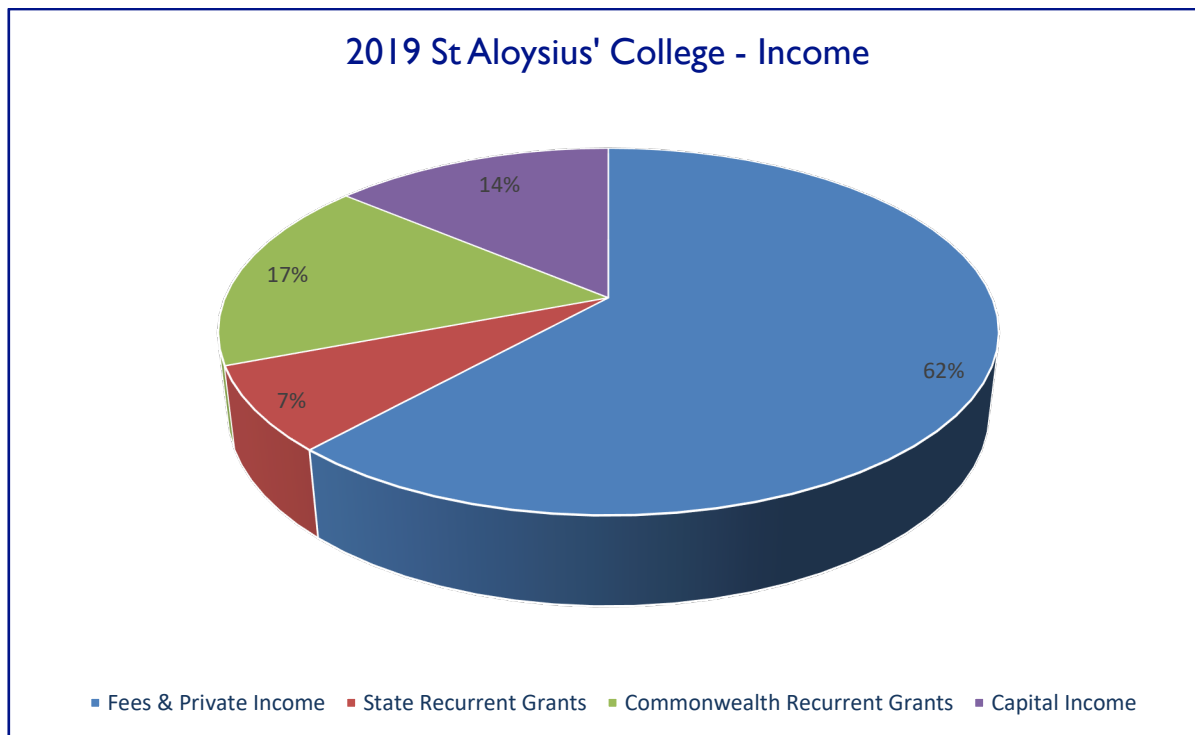
### Student Satisfaction

Students of the College are offered opportunities to provide feedback regarding their levels of satisfaction. The school engages MMG Education to develop, administer and conduct comprehensive online surveys of parents and students in Years 7 and 12. The data accrued has contributed significantly to the College's new Strategic Plan. Students across the Year Groups are regularly surveyed as part of the Pastoral Program and the matters raised inform pastoral programs and initiatives. Students can also give feedback to their Student Representative Council Representatives in both the Junior and Senior School.

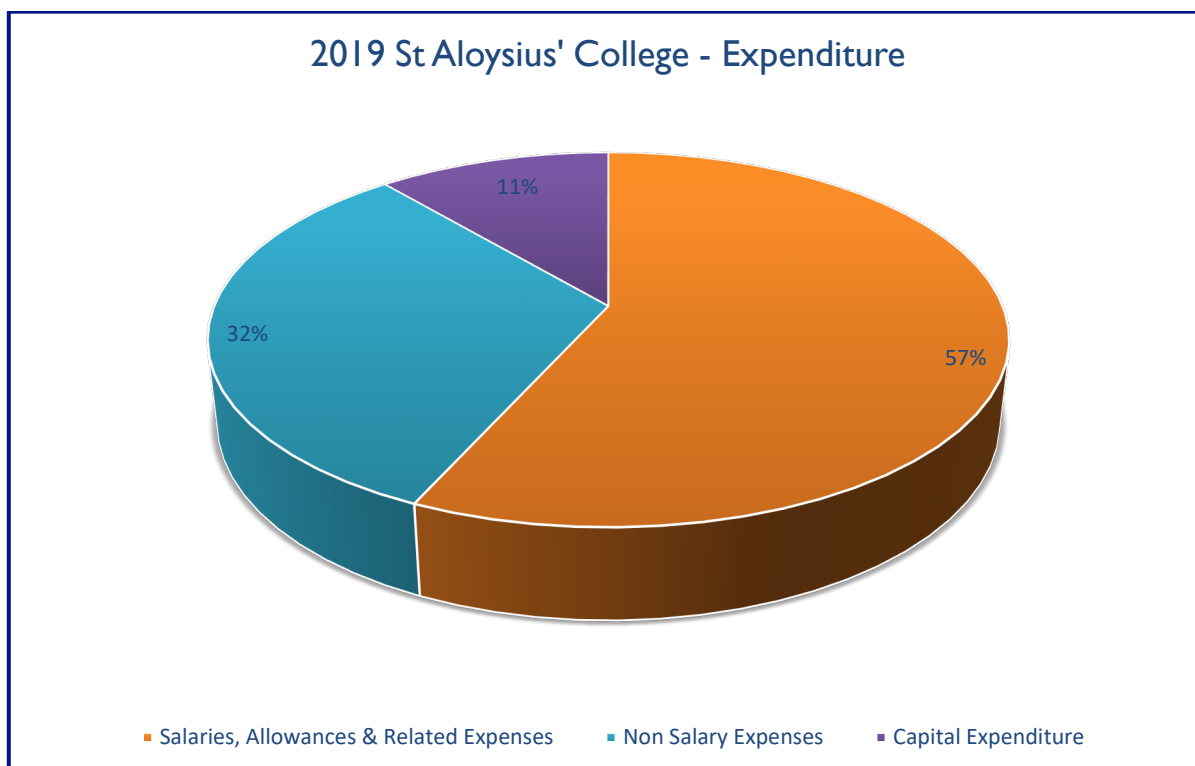
## 10 Financial Statement

---

### 10.1 2019 Recurrent/Capital Income



### 10.2 2019 Recurrent/Capital Expenditure





## II Website Links

---

A copy of this Annual Report is available on the College Website. The College Website can be found at [www.stalloysius.nsw.edu.au](http://www.stalloysius.nsw.edu.au).









