



# ST ALOYSIUS' COLLEGE

A Jesuit School for Boys • Founded 1879

## ANNUAL REPORT 2017





# Table of Contents

<b>1</b>	<b>About the Annual Report.....</b>	<b>4</b>
<b>2</b>	<b>What We Believe.....</b>	<b>5</b>
<b>3</b>	<b>Who We Are .....</b>	<b>6</b>
3.1	History of the College .....	6
3.2	Location .....	6
3.3	Ownership and Governance .....	7
3.4	Student Population .....	8
3.5	Enrolment Policy and Procedure .....	8
3.6	Professional Learning and Teacher Standards.....	10
3.7	Retention Rates .....	13
3.8	Senior School Outcomes.....	13
3.9	Granting of Records of Achievement.....	13
<b>4</b>	<b>Catholic Identity.....</b>	<b>14</b>
4.1	Prayer.....	14
4.2	Liturgies.....	14
4.3	Community Service .....	15
4.4	Faith Experiences .....	17
4.5	Involvement of Parents, Old Boys and Others.....	18
<b>5</b>	<b>Religious Education .....</b>	<b>19</b>
5.1	Religious Education Program .....	19
<b>6</b>	<b>College Review and Development.....</b>	<b>20</b>
6.1	Annual College Priorities 2017.....	20
6.2	Projected College Priorities 2018 .....	20
<b>7</b>	<b>Teaching and Learning.....</b>	<b>21</b>
7.1	NAPLAN .....	24
7.2	NESA Year 11 Critical Thinking Test .....	30
7.3	Higher School Certificate .....	30
7.4	Co-Curricular Activities .....	35
<b>8</b>	<b>Pastoral Care of Students .....</b>	<b>38</b>
8.1	Pastoral Groups .....	38
8.2	Junior School Pastoral Care .....	38
8.3	Senior Student Representative Council Report 2016/2017 .....	39
8.4	<i>Seasons for Growth</i> and <i>Companions</i> Programs 2017.....	39
8.5	Wellbeing Programs.....	40
8.6	Student Management / Welfare / Discipline Policies.....	40
8.7	Guidelines for Child Protection.....	42
8.8	Policy for Complaints and Resolving Grievances .....	42
<b>9</b>	<b>Parent, Student and Teacher Satisfaction.....</b>	<b>43</b>
<b>10</b>	<b>Financial Statement.....</b>	<b>44</b>
10.1	2017 Recurrent/Capital Income.....	44
10.2	2017 Recurrent/Capital Expenditure .....	44
<b>11</b>	<b>Website Links.....</b>	<b>45</b>

## I About the Annual Report

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The Annual Report provides parents, staff and alumni of St Aloysius' College with an outline of the College's performance in the 2017 school year and outlines some priorities for 2018.

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

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### 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

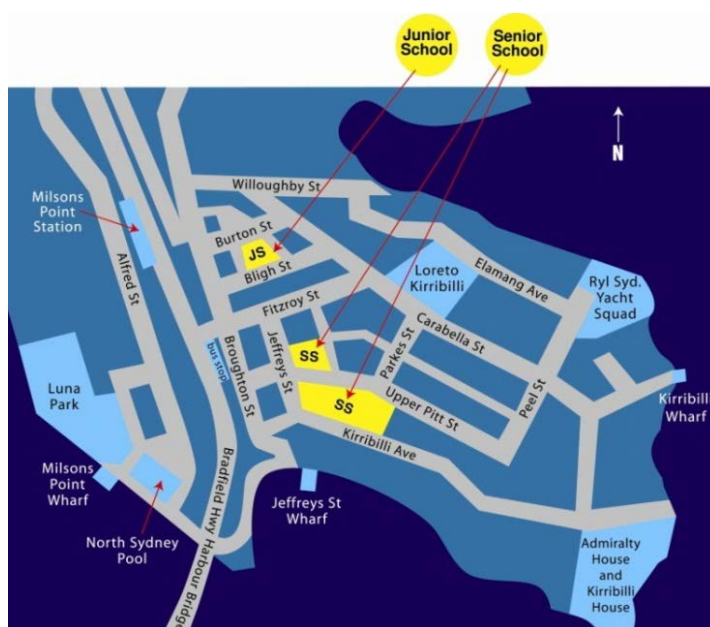
### 3.1 History of the College

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.

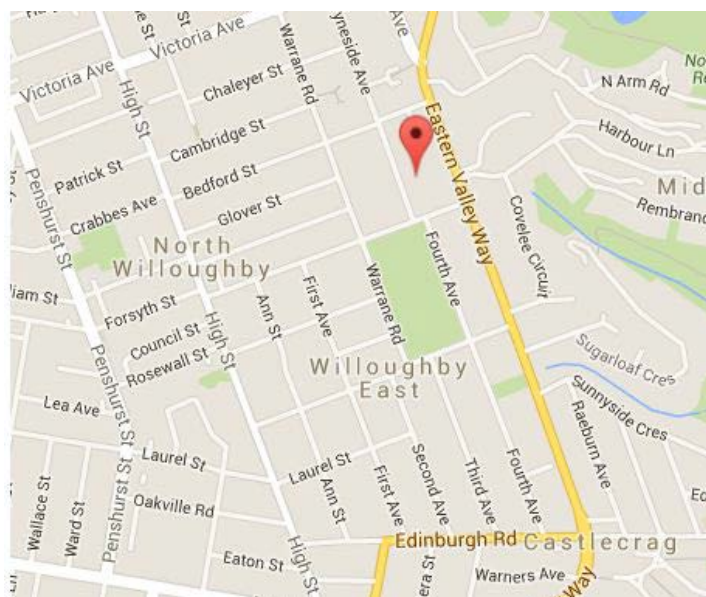
St Aloysius' College was founded at the request of the Catholic Archbishop of Sydney in 1879 in Woolloomooloo. In 1883 it moved to Darlinghurst and became known as St Aloysius' College. In 1903, the College was relocated to its present site at Kirribilli. Today the College is spread over three campuses. Years 7 to 10 are located on Upper Pitt Street. The Years 11 and 12 Campus is situated across the road at 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, 11km north of Kirribilli. The College is the oldest of the six schools which make up the Combined Associated Schools (CAS) of New South Wales and it is a member of the Association of Independent Schools (AIS) of Australia. The Principal is a member of the Association of Heads of Independent Schools Australia (AHISA).

### 3.2 Location

#### Junior and Senior Campuses



#### College Oval



### 3.3 Ownership and Governance

Historically the Society of Jesus is the legal proprietor of St Aloysius' College. Prior to November 2017, the governance for each Jesuit-owned school had been delegated to the College Council. The Council, developed from within the College community and its friends, had delegated responsibility for the governance of the College within established Province policies. The Council operated two standing sub-committees (Property & Building and Audit, Finance & Risk) and both reported to the Council. Day-to-day management was given by the Council to the Principal and Rector who reported to the Chair of the College Council.

In October 2017, Fr Brian McCoy SJ, the Provincial of the Society of Jesus in Australia, announced significant changes to the governance of Jesuit-owned schools in Australia by transitioning each school's current governance arrangements to an incorporated school board. The Provincial also announced the establishment of a new incorporated entity called Jesuit Education Australia (JEA). JEA is the sole member of St Aloysius' College. In turn, the Society of Jesus in Victoria, which is a legal entity of the Australian Province of the Society of Jesus, is the sole member of JEA. The Principal reports to the College Board which in turn reports to the Province through its member, JEA.

From 20 November 2017, St Aloysius' College, Milsons Point became 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 of 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 he/she 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 Finance, Director of Development, Director of Faith & Justice and Director of Co-Curricula. 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 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 2017, the student population was 321 students in Years 3 to 6 (Junior School) and 918 students in Years 7 to 12 (Senior School). The College enrolls students from a broad demographic area. The College currently has students from 196 suburbs with the majority being residents of the North Shore of Sydney. The College endeavours to keep its fees accessible to ensure a broader 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, Chess, 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 NES (2017) 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 (111.4 FTE) Support and Operational Staff (56.4 FTE)

The average attendance rate of teachers in 2017 was 96.23%. The proportion of teachers retained from the previous year was 88.43%.

#### 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 faculty in which they teach. The school support and operational staff may be categorised as finance, property, administrators, clerical, co-curricular coaches and school assistants.

Teachers (Year 3-12)	Full-time	Part-time	Indigenous
Females	53	14	0
Males	50	2	0

## Professional Learning and Training

Throughout 2017, 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 in schools to comply with legislation and meet community expectations. Overall, the budget allocated to support and operational and teaching staff for training and professional learning was \$164,000. Across the College, the allocation of resources has increased in light of mandatory legislative training obligations and the commitment to ongoing professional learning for Teacher Accreditation, as well as curriculum changes and the focus on quality teaching and progress towards the achievement of the strategic goals identified in *Quo Vadimus?*.

The Professional Learning Program provides teachers at the College with a framework to explore their professional practice, incorporating opportunities to explore the latest research and reflect critically on the teaching and learning which occurs in classrooms. A collaborative approach is promoted which provides teachers with opportunities to share expertise and experience. The whole-school focus of the Professional Learning framework in 2017 was to continue building a vibrant learning community among staff and for the benefit of students, one that promotes the spiritual, emotional, physical and intellectual wellbeing and growth of all members of the community. To achieve this, the over-arching goal of professional learning at the College was to promote and foster a culture of collaboration and ultimately:

- *build strong, trust-based teams across and amongst Academic, Pastoral and Ignatian pillars;*
- *provide regular, valuable opportunities for teams to build capacity in their skills, mindset and professional practice.*

In 2017, Professional Learning offered staff opportunities to grow and develop as learners, team members and as an educational community. In the Senior School 'Team Time' was introduced. This incorporated scheduled time for the professional collaboration of teaching staff within the school day, in order to enhance pedagogical practice. The aim was to use this time to focus specifically on the development of high quality pedagogy, to provide opportunities to innovate and reflect and to create a professional, collaborative culture to promote learning and growth for all our students. Team Time is department-based and is professional learning time dedicated to collaboration, pedagogy, evidence and reflection in order to improve teacher and student performance and the achievement of outcomes.

Another initiative introduced in 2017 was that of Learning Walks. A Learning Walk involves a group of teachers visiting multiple classrooms with the aim of fostering conversation about teaching and learning in order to develop a shared vision of high quality teaching that is aimed at impacting student learning positively. Teachers were invited to walk and/or be visited during a Learning Walk, and as a 'walker', teachers 'walk and observe' the learning that is taking place in a number of classrooms during a teaching period. The purpose of these learning walks is to generate conversations around best practice in teaching and learning and observe the impact that differing pedagogy can have on achieving student outcomes. After each walk, teachers have an opportunity to share what they noticed about the learning with each other and via email with the teachers that they visited.

The Junior School continues to develop and extend teachers' professional knowledge and skills, as this is crucial to strengthening the school as a learning-focused organisation. Ultimately, teacher learning improves the ability to best serve students. Because the quality of teaching in classrooms has been found to have a notable impact on student learning, much of our professional development time was focused on developing teachers' teaching, and their capacities for leading outstanding teaching. This includes the well-established coaching model for all teaching staff, as well as mentoring, consulting, courses, conferences and regular opportunities for goal-setting and performance review.

The focus in 2017 year in professional learning was to continue to improve classroom practice. When developing the English curriculum, the school focused on visual literacy, looking at the language devices that are specific to visual language and ways of exploring these in the classroom through viewing and representing visual texts. Indeed, the Junior School began implementing the Sydney Theatre Company's 'School Drama' program, which pairs a teacher with a Teaching Artist to embark on a unique co-mentoring partnership. The Teaching Artists model how to use process drama-based strategies with quality children's literature to improve teaching and 'anywhere, anytime' learning.

The Junior School have continued the pursuit of academic excellence and its commitment to 21<sup>st</sup> century learning. The Apple 'Towards Transforming Teaching and Learning' program is designed to assist schools to better understand how to effectively teach with technology, challenge and develop new thinking to enhance teacher practice and learning outcomes. The program aims to improve teacher capacity to plan and cater for individual student needs through the use of Apple technology and extend learning beyond the classroom. Ultimately, the Towards Transformation program will assist in the creation of better learning opportunities for students. We also continued to trial Seesaw and Nearpod in our ICT program, and are looking to implement these next year. We have also continued the implementation of the Australian Curriculum with the NSW History K-10 Syllabus, and the implementation of the Geography Syllabus for the Australian Curriculum in Years 3-6.

Training was provided for College staff in the areas of Child Protection and practices which promote student well-being, First Aid, CPR and Emergency Procedures. This was provided through both online and on-site opportunities. 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 related to Leadership, pastoral roles and technology. Other areas of professional learning and training occurred through attendance at external conferences.

Teachers at the College have been engaged in the NESA processes for NSW Teacher Accreditation and the ongoing professional learning required for the maintenance of that accreditation, and throughout 2017 the College prepared for the implementation of this scheme for all pre-2004 teachers. As a Teacher Accreditation Authority, the College provided NESA with the necessary and final data prior to the introduction scheduled for January 2018. Teachers were also briefed on the requirements of the new process and the requirements which NSW teachers must fulfil to obtain and maintain accreditation with NESA.

The College also continues to support teachers and support staff in undertaking external study through both scholarships and other funding. Aspiring leaders were invited to participate in the joint Aspiring Leaders' Course offered with our Jesuit partner schools and also through the provision of the AIS Leadership Program.

Committed to the provision of resources and time, the College recognises the benefit of a dynamic professional learning program for all staff and the rich contribution such a program makes to the achievement of our educational objectives for the students.



### 3.7 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2015 and who were still at the College in Year 12 in 2017. The Apparent Retention Rate is 98.07%. The retention rate in 2017 was impacted by five (5) students leaving prior to completing Year 12 at the College. The retention rate implies strong student and parent satisfaction with the College.

Years compared	Year 10, 2015 Enrolment	Year, 12 2017 Enrolment	Apparent Retention Rate	Actual Retention Rate
2015/2017	156	153	98.07%	96.79%

### 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 2017 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

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### 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 as a backdrop. In the Senior School, *The Examen* was introduced into all 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 prays in *The College Chapel* once per term.

### 4.2 Liturgies

College liturgies are an important celebration of the College community. The whole student and staff body are present for the Feast of St Aloysius on 21 June. Once a term there is a whole school mass for Senior classes (Years 8 to 12) and Junior classes (Years 3 to 7) on special Feast Days. Communion Services are offered to Religious Education classes in the Senior School. Some parents, staff and students attend the Eucharist held in the Senior School on a Thursday and on a Wednesday in the Junior School.

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 the retreat experience such as the Kairos Retreat. Other groups will receive Reconciliation through their Religious Education class. In early Term IV 2017, 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 2017, the *Arrupe Outreach* program supported *Jesuit Refugee Services*, *Jesuit Mission*, *Caritas Australia*, *St Canice's Kings Cross*, the *St Vincent de Paul Night Patrol Food Van*, *Cana Communities*, *Catholic Missions*, *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.

### Senior School

Jesuit education endeavours to prepare students for an active life commitment, seeking to form *men for others*, 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. Each student in Year 10 is expected to complete 30 hours of service before the start of Term III in Year 11. Some of the places the students attended in 2017 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.

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*, *The Jesuit Mission*, *Jesuit Social Services*, Redfern Jarjum College, as well as other charities such as *Caritas* and *St Vincent de Paul*.

Charity / Activities	Term	Junior	Senior
<i>Project Compassion</i> – Distribution of boxes	I	3 – 6	7 – 12
Pancakes for <i>Project Compassion</i>		3 – 6	7 – 12
Guest Speaker from <i>Caritas</i>		3 – 6	7
<i>Timor Leste</i> (Items for schools)			9
Legacy Day (selling badges)	II		9
National Reconciliation Week Prayers & 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>St Vincent de Paul Buddies Day</i>	III		10-12
<i>St Vincent de Paul</i> Badge Selling			10
<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>Cana Communities</i>	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>Catholic Missions</i>		3 - 6	
House-building program in the Philippines			SRC
<i>Life for Kids</i>	Christmas		7 - 12
<i>Benenson Society</i> – Human rights advocacy	I - IV		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 6 to 11 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 2017 the focus for each Year Level was:

Year	Activity
6	Leadership Day
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. 120 students voluntarily undertook the retreat in 2017. *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; students who have done 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, assisting with the Aloysian Faith in Service program 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 each Year Level and for the College as a whole. The P&F holds regular Forums to address areas of interest to the Community. In 2017 this included an update on *Quo Vadimus?* presented by the Principal, and information evenings on the College's Pastoral Care and Wellbeing Programs presented by the Head of the Senior School and the Faith and Justice program presented by the Director of Faith and Justice.

Though not a fundraising body, excess funds generated from P&F activities and events are donated to the College each year. The P&F runs a Second Hand Uniform facility with all proceeds donated to the College Bursary Fund. There is strong parental support and assistance in the College's many co-curricular activities through service on support committees, management of sporting teams, refereeing and umpiring of matches and through the organisation and staffing of catering facilities at sporting matches.

The College Alumni association, known as the St Aloysius' College Old Boys' Union (SACOBU) maintains links with Old Boys of the College. Through their annual events, SACOBU 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 College co-curricular program as well as offering academic tutorials and support for current students.

Each year the College hosts a series of forums for new parents introducing them to Ignatian Spirituality and the Jesuit pedagogy. In addition to the introductory information session, a program on Ignatian spirituality and prayer called *Ignatius Draws us to Jesus* 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. Through the Director of Co-Curricula, members of the Aloysian Family are recruited to assist where required. Members assist with fundraising, tour organisation, carnivals, Cadet Camps, setting up sports grounds, running barbeques and catering facilities at sporting events.



## 5 Religious Education

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### 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 2017, all of our Year 6 students sat the Sydney Catholic Schools' Religious Education Test, in which 10 Distinctions and 1 High Distinction 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 course, Studies of Religion (SOR). This course is studied at both 1 and 2 Unit levels. Both curricula have been mainstays of the Senior RE program over the last decade. 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 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 a range of faith and service experiences mentioned previously in this Report.

## 6 College Review and Development

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### 6.1 Annual College Priorities 2017

The College targeted the following priorities in 2017 and each was achieved:

1. Consolidate all existing communications strategies and develop a College Communications Plan. Investigate and implement new platforms for communication with the College community with a particular emphasis on simple, effective communication to parents, staff and students;
2. Deliver a College-wide approach to data management that assists in understanding student learning and provides diagnostic feedback to all students, teachers and parents in order to improve academic performance;
3. Review and change the policy for staff involvement in the College's co-curricular activities ensuring justice and equity;
4. Review and change aspects of the College's academic curriculum including Stage 6, Languages, STEM and Stage 4 and 5 electives;
5. Undertake the College's five-yearly Ethos and Identity Review with the Australian Province of the Society of Jesus;
6. Pursue the incorporation of St Aloysius' College as a company limited by guarantee.

### 6.2 Projected College Priorities 2018

1. Provide for comprehensive implementation of the AITSL Professional Standards for Teachers. Develop and implement a program that assists teachers to meet accreditation standards in line with legislative (AITSL) and industrial (ISTAA) requirements;
2. Implement changes to the academic curriculum base upon reviews in 2017 of Stage 6, Languages, STEM and Stage 4 and 5 electives.
3. Review sporting uniforms across the College and consolidate into a new sporting uniform policy;
4. Review the manner in which student virtue is recognised in the College and introduce a new system for recognising excellence of character;
5. Pursue the roll-out of the ELEVATE program in Stage 4 and 5 in partnership with AISNSW;
6. Refresh the Faith & Justice resources in the Senior School and act on the recommendations of the Ethos and Identity Review of 2017
7. Pursue the best possible fundraising approach for the College's Capital Master - *Plan Magis*;
8. Continue strategic approach to Communications at the College including the identification and roll-out of a new platform;
9. Improve the functionality of classrooms in the Senior School with a reform program focusing on furniture and fittings;



## 7 Teaching and Learning

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### Junior School

In 2017 students and staff enjoyed a rich array of teaching and learning experiences and opportunities. The *Refugee Camp in my Neighbourhood* held for Year 6 boys provided a powerful insight into the experiences of refugees and raised awareness about human rights. Book Week and the Junior School Annual Readathon 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 30 boys from Years 5 attended workshops at this year's *Sydney Writers' Festival*. The *Ignatian Youth Leadership Conference*, hosted by St Ignatius' College, Adelaide, was attended by 13 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. *Care for Creation* was the theme and it 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 2017 teachers focussed on textual concepts in English – what are they, why are they important and how can they be tracked in the English syllabus. Teachers across all years have been reviewing English programs with a specific focus on *Responding and Composing*. This emphasises creating opportunities for boys to respond to and compose imaginative, informative and persuasive texts. Boys are encouraged to move beyond the somewhat 'formulaic' writing that has become so prevalent with the teaching of text types and have them look more closely at audience and purpose. Skills in the critical analysis of non-print texts, spoken texts, visual texts, digital texts, media and multimedia texts are also being developed. The College has continued to consolidate the use of formative assessment strategies and to share and implement these in all aspects of student learning.

#### *Extension and Enrichment Program*

In 2017, the Junior School had 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, to be intellectually curious and to develop 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 is 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 expectations 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 Plan – Literacy and Numeracy (NAPLAN) tests the literacy and numeracy skills of all Australian students in Years 3, 5, 7 and 9.

The performance of each student is reported in National Achievement Bands for each Year Level. The national scale of achievement across the 10 bands makes it possible to monitor the progress made by individual students across their years of schooling.

The NAPLAN data provides useful insights into student learning and is shared with College staff and Heads of Departments as a valuable diagnostic tool to assist in enhancing student learning outcomes.

Reports received by the College contained results for Reading, Writing, Language Conventions and Numeracy across six bands for each Year Level. College staff, including the Dean of Studies, Heads of Learning Enrichment, English and Mathematics, in consultation with the Data Coordinator analysed the 2017 NAPLAN results, with a view to targeting teaching and learning that improves student outcomes.





### I.1.1 Reading

Year 3	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	85.4	30.5	68.8	28.1	89.6	29.2
5	10.4	19.5	22.9	23.7	6.3	21.8
4	4.2	21.0	6.3	19.0	4.2	22.7
3	0.0	19.0	2.1	17.1	0.0	15.7
2	0.0	5.7	0.0	8.9	0.0	6.5
1	0.0	4.3	0.0	3.1	0.0	4.0

Year 5	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	68.5	17.5	58.9	15.4	75.2	18.4
7	22.5	20.5	25.9	23.2	19.3	21.3
6	7.2	21.8	12.5	23.7	4.6	26.1
5	1.8	20.7	2.7	18.8	0.9	17.0
4	0.0	15.0	0.0	12.9	0.0	12.7
3	0.0	4.6	0.0	6.0	0.0	4.5

Year 7	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	56.7	11.9	53.9	12.0	51.9	11.8
8	28.7	19.9	30.9	18.0	32.1	18.8
7	13.3	25.8	10.5	23.1	13.5	29.6
6	0.7	26.3	4.6	27.1	2.6	23.5
5	0.7	13.5	0.0	14.9	0.0	11.1
4	0.0	2.6	0.0	4.8	0.0	5.2

Year 9	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	25.7	8.2	32.2	7.9	34.2	7.6
9	36.8	17.0	47.4	16.9	40.1	17.1
8	30.3	25.2	17.1	26.2	24.3	33.7
7	7.2	24.3	3.3	26.7	0.7	21.1
6	0.0	19.0	0.0	16.8	0.7	15.9
5	0.0	6.3	0.0	5.6	0.0	5.6

## I.1.2 Writing

Year 3	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	50.0	15.9	43.8	16.6	62.5	14.5
5	45.8	38.5	45.8	37.5	31.3	38.7
4	2.1	23.0	8.3	26.7	6.3	23.1
3	2.1	16.4	2.1	13.1	0.0	17.7
2	0.0	4.3	0.0	4.8	0.0	4.3
1	0.0	1.8	0.0	1.2	0.0	1.6

Year 5	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	25.2	6.2	11.2	4.2	34.9	5.3
7	37.8	15.2	22.4	8.2	28.4	12.8
6	30.6	31.5	40.8	22.6	28.4	30.0
5	5.4	32.6	18.4	26.2	8.3	36.0
4	0.9	8.7	5.3	22.5	0.0	9.3
3	0.0	5.8	2.0	16.3	0.0	6.5

Year 7	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	14.0	4.5	16.1	4.5	19.4	5.4
8	30.7	14.4	28.9	13.3	37.4	15.9
7	28.7	21.9	29.5	24.1	27.1	21.6
6	24.0	27.4	20.8	30.8	13.5	27.3
5	2.7	21.4	3.4	19.3	2.6	21.1
4	0.0	10.4	1.3	8.1	0.0	8.7

Year 9	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	13.6	5.6	17.0	5.2	19.6	7.3
9	24.7	9.0	30.4	13.5	30.1	10.7
8	37.0	23.4	33.9	31.3	37.3	27.2
7	20.1	22.1	11.6	33.7	11.8	20.0
6	4.5	19.7	5.4	11.1	1.3	18.7
5	0.0	20.3	1.8	5.3	0.0	16.1

### I.1.3 Spelling

Year 3	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	70.8	27.1	68.1	27.4	75.0	28.3
5	16.7	20.1	14.9	27.0	16.7	24.4
4	8.3	20.8	14.9	21.7	8.3	21.1
3	2.1	18.4	2.1	11.5	0.0	14.1
2	2.1	9.6	0.0	9.2	0.0	9.1
1	0.0	4.0	0.0	3.1	0.0	3.1

Year 5	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	57.7	12.9	40.2	15.5	58.3	17.4
7	28.8	27.0	33.9	17.7	29.6	20.8
6	11.7	25.2	18.8	30.4	11.1	29.5
5	1.8	20.0	7.1	21.8	0.9	19.3
4	0.0	10.4	0.0	9.2	0.0	8.1
3	0.0	4.5	0.0	5.4	0.0	5.0

Year 7	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	40.0	11.6	37.6	12.3	48.1	14.3
8	44.7	28.3	36.9	21.8	41.7	27.0
7	12.0	27.0	20.1	28.1	6.4	26.9
6	3.3	18.3	4.7	20.6	3.8	17.3
5	0.0	8.3	0.7	11.8	0.0	9.8
4	0.0	6.4	0.0	5.4	0.0	4.7

Year 9	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	32.5	9.0	22.0	8.4	37.3	9.1
9	29.9	18.7	37.1	17.1	27.3	22.0
8	29.2	31.1	32.0	29.5	17.0	24.0
7	7.1	22.4	8.0	23.5	7.2	25.8
6	0.6	10.8	0.7	12.9	1.3	12.8
5	0.6	8.1	0.0	8.5	0.0	6.2

Year 3	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	89.6	32.1	76.6	34.6	87.5	35.8
5	8.3	20.4	14.9	18.3	12.5	26.2
4	2.1	23.6	8.5	19.0	0.0	14.4
3	0.0	12.6	0.0	20.2	0.0	10.7
2	0.0	7.3	0.0	4.8	0.0	6.9
1	0.0	4.1	0.0	3.0	0.0	6.0

Year 5	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	72.1	18.1	56.3	20.9	65.7	21.8
7	18.9	20.6	27.7	19.9	17.6	14.4
6	6.3	21.5	11.6	23.4	14.8	25.7
5	2.7	22.5	4.5	20.4	1.9	16.0
4	0.0	10.7	0.0	11.4	0.0	15.6
3	0.0	6.6	0.0	4.0	0.0	6.4

Year7	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	42.7	15.9	47.7	15.2	39.7	12.8
8	30.7	18.4	28.2	15.6	37.2	17.3
7	17.3	22.6	19.5	26.4	19.9	30.2
6	9.3	24.9	4.0	19.9	2.6	21.5
5	0.0	10.8	0.7	17.7	0.6	10.5
4	0.0	7.4	0.0	5.2	0.0	7.8

Year 9	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	17.5	6.3	28.0	8.8	35.3	11.1
8	28.6	12.9	31.3	13.4	24.2	13.7
7	35.7	26.9	26.7	19.7	28.1	26.7
6	15.6	22.4	11.3	30.8	10.5	24.6
5	1.9	21.4	2.7	17.3	2.0	15.3
4	0.6	10.1	0.0	10.0	0.0	8.5

### I.1.5 Numeracy

Year 3	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
6	64.6	18.8	66.7	19.7	89.6	23.0
5	25.0	19.3	25.0	19.0	10.4	10.3
4	10.4	23.8	6.3	22.3	0.0	27.3
3	0.0	21.1	2.1	24.5	0.0	17.0
2	0.0	12.6	0.0	11.4	0.0	9.6
1	0.0	4.4	0.0	3.1	0.0	2.9

Year 5	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
8	60.4	14.1	63.4	15.5	63.9	13.4
7	27.0	16.6	20.5	15.0	26.9	19.1
6	11.7	25.6	13.4	26.6	8.3	29.3
5	0.9	25.3	2.7	25.8	0.9	23.6
4	0.0	15.3	0.0	12.9	0.0	11.6
3	0.0	3.0	0.0	4.3	0.0	3.0

Year 7	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
9	54.1	13.3	65.8	13.7	62.2	17.1
8	31.8	15.8	27.5	17.7	29.5	17.8
7	10.8	26.1	6.7	29.3	7.7	29.0
6	3.4	27.1	0.0	23.4	0.6	22.2
5	0.0	15.9	0.0	12.9	0.0	11.6
4	0.0	1.9	0.0	3.0	0.0	2.4

Year 9	2015		2016		2017	
Band	SAC %	State%	SAC %	State %	SAC %	State%
10	49.7	13.1	47.3	11.5	46.7	12.1
9	32.2	15.5	36.0	15.4	36.8	17.7
8	16.1	26.0	14.7	25.9	14.5	28.7
7	2.0	28.3	2.0	28.6	2.0	25.9
6	0.0	15.1	0.0	16.3	0.0	14.6
5	0.0	2.1	0.0	2.3	0.0	1.0



## 7.2 NESAs Year 11 Critical Thinking Test

In August 2017 Year 11 students participated in the NESA Trial Year 11 Critical Thinking Test.

The Test consisted of 60 multiple choice questions that were developed to assess critical thinking skills associated with analytical and quantitative reasoning. The test results data is used as the basis of research NESA is undertaking to improve the critical thinking capabilities of senior secondary students in order to better prepare them for university and the workforce. The results of the Critical Thinking Test indicated 41% of students demonstrated advanced skills, 53% demonstrated competent skills, and 6% demonstrated developing skills when compared to the other NSW students who participated in the NESA Trial.

## 7.3 Higher School Certificate

The Class of 2017 has 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. 33 students achieved an ATAR of 95 or above, while 9 students had an ATAR above 99.
- The Dux for 2017 is Stephen Witts. Stephen achieved an ATAR of 99.95, the highest possible ranking.
- There were 282 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 subject or Band E4 in an extension subject) 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, 9 St Aloysius' College students were named on the list.
- 27 subjects studied at St Aloysius' College were above the State mean.
- 6 subjects studied at St Aloysius' College were 10 marks above the State mean. These included Ancient History, Biology, Drama, Geography, General Mathematics, PDHPE.
- 100% of Accelerated 2 Unit Mathematics students received a Band 6.
- 92% of students studying Visual Arts achieved a Band 5 or Band 6.
- 91% of Music 2 students received a Band 5 or Band 6
- The percentage of Band 6 and Band E4 results achieved from examinations sat is 31.1% (282 from 908 examinations sat).

## Merit Lists

The following table compares published results from the HSC Merit List between 2012 and 2017. It indicates that results have remained consistent across the past six years.

Year	All Rounders	Top Achievers	Distinguished Achievers
2017	9		282
2016	16	3	345
2015	7	3	290
2014	16	9	303
2013	20	4	320
2012	11	4	273

## Results in Bands

The following table reflects strong results across the top bands.

### Band Results for all 2-unit courses

Band	2013	2014	2015	2016	2017
6	276 (35.5%)	244 (32.1%)	233 (30.3%)	274 (34.0%)	219 (28.6%)
5	378 (48.6%)	394 (51.8%)	385 (50%)	391 (48.6%)	365 (47.7%)
4	107 (13.8%)	105 (13.8%)	135 (17.6%)	123 (15.3%)	152 (19.8%)
3	17 (2%)	13 (1.7%)	15 (2%)	17 (2.1%)	24 (3.1%)
2	1	4	1	-	6 (0.8%)
1	-	-	-	-	-

(2017: Total of 766 individual student results in 2-Unit courses, including 1-Unit Studies of Religion)

### Band Results for all Extension courses

Band	2013	2014	2015	2016	2017
4	44 (43%)	59 (48%)	57 (45%)	71 (52.2%)	60 (44.8%)
3	57 (56%)	64 (52%)	68 (53.5%)	59 (43.4%)	66 (49.3%)
2	1	-	2	6 (4.4%)	7 (5.2%)
1	-	-	-	-	1 (0.7%)

(2017: Total of 134 individual student results in Extension courses)

## Premier's All-Round Achievers

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

Mark Eckert  
Ricky Gao  
Thomas Hodgson

Michael Kim  
Emmet Maher  
Lewis McNamara

Alexander Murphy  
Jacob Parker  
Stephen Witts

## ATAR Calculations

- Nine students achieved an ATAR above 99, with thirty-three students scoring between 95 and 99.
- Seventy-five boys achieved an ATAR over 90. Thus about 49% of the cohort achieved this rank compared to 16.4% in the State.
- The median ATAR was 90.2.
- The following students achieved an ATAR above 99:

Mark Eckert  
Ricky Gao  
Cormac Lennon

Harrison Hoffmann  
Emmet Maher  
Lewis McNamara

Alexander Murphy  
Jacob Parker  
Stephen Witts

## Creative Arts

The Class of 2017 has had a significant number of students nominated to display/perform in the varying showcases for the HSC Creative Arts courses. This reinforces the healthy state of Creative Arts at St Aloysius' and the important place it plays in both the cultural and academic life of the College.

### Drama

- Liam Alexander (*The White Mask*), Luke Cadorin-Taylor (*Sketchy*) and Jeremy Heddle (*Reckoned*) were nominated for *Writers OnSTAGE OnSCREEN* Individual Video Production.
- Harry Allen, William Biviano, Tristan Miller, Trent Walsh and Hugo Young were nominated for *OnSTAGE* for their group devised performance, *Safe Happy Free*.
- Lewis McNamara was nominated for *OnSTAGE* for his individual performance, *The Player*.
- Oscar Ryan was nominated and subsequently selected for *OnSTAGE* for his individual performance, *Shallow. Quick*.

### Music

Henry Bruce, a Music 2 student, was nominated for *ENCORE*, the Music showcase.

### Visual Arts

It was a particularly successful year for our Visual Arts students with eight students nominated for *ARTEXPRESS*, the Visual Arts showcase:

- Liam Alexander for *Memories of Melodies Past*
- Henry Arnold for *Blind, Deaf and Dumb*
- Luke Cadorin-Taylor for *Oasis*
- Liam Carson for *Paradigm Shift*
- Emilio Gabriel Lapitan for *The Hero Path*
- Jacob Parker for "Who in the world am I? Ah that's the great puzzle"- Lewis Carroll, *Alice in Wonderland*
- Luke Rizzo for *Moneo*
- Sevan Tcharlassian for *Though the course may change, rivers always meet at the sea*

Liam Alexander and Luke Rizzo's works have been selected for inclusion in *ARTEXPRESS 2018*.

## Subject Results

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

Subject	#students	2	3	4	5	6	%5-6
Ancient History	25	0	1	3	16	5	84%
Biology	26	0	0	4	14	8	85%
Business Studies	31	0	0	13	11	7	58%
Chemistry	29	0	3	2	14	10	83%
Drama	16	0	0	1	5	10	94%
Economics	32	0	1	6	17	8	78%
English (Advanced)	138	0	2	21	90	25	83%
English (Standard)	14	0	5	8	1	0	7%
French Continuers	7	1	0	4	2	0	29%
Geography	14	0	0	2	6	6	86%
Japanese Continuers	4	0	0	0	2	2	100%
Legal Studies	12	0	1	4	6	1	58%
Mathematics	100	1	3	13	24	59	83%
Mathematics General 2	39	0	1	17	12	9	54%
Modern History	76	3	1	14	47	11	76%
Music 1	3	0	0	0	1	2	100%
Music 2	11	0	0	1	6	4	91%
PDHPE	28	0	1	8	11	8	68%
Physics	41	0	1	10	21	9	73%
Senior Science	6	0	2	3	1	0	17%
Studies of Religion I	60	1	2	12	27	18	75%
Studies of Religion II	29	0	0	4	20	5	86%
Visual Arts	25	0	0	2	11	12	92%

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

Subject	#students	E1	E2	E3	E4	%E4
English Extension 1	19	1	0	10	8	42%
English Extension 2	5	0	0	2	3	60%
French Extension	3	0	2	1	0	0%
History Extension	23	0	1	17	5	22%
Japanese Extension	2	0	0	2	0	0%
Mathematics Extension 1	57	0	3	26	28	49%
Mathematics Extension 2	16	0	1	6	9	56%
Music Extension	9	0	0	2	7	78%

## State Comparison

Students sat examinations for thirty-one subjects offered by St Aloysius' College during 2017. Results in six subjects were more than 10 marks above the state mean including Mathematics General, Drama, Ancient History, PDHPE, Biology and Geography.

A further twenty one subjects had a mean above the state average

### 7.3.1 Post-School Destination of HSC Graduates 2017

Approximately 93% of students received a NSW/ACT University offer across a number of institutions in a range of courses. This year there was a substantial increase in offers from the University of Technology (UTS) with the majority of students listing this university in their course preferences. As in previous years there was a significant proportion of students choosing to study double degrees with popular combinations including Engineering/Science, Engineering/Commerce, IT/Business. There continues to be an increasing interest in STEM areas as students are conscious of making decisions based on their interests as well as employment opportunities.

Approximately 38 students undertook a 'Gap Year' which included working on various service initiatives provided by the *Cardoner Project*, working in boarding schools in the UK and Ireland or working and travelling.

University offers per university

University	% of students	University	% of students
<i>University of Sydney</i>	21	<i>Australian National University</i>	7
<i>UNSW Australia</i>	14	<i>Australian Catholic University</i>	7
<i>University of Technology</i>	31	Other	4
<i>Macquarie University</i>	16		

Main round university offers per course with double degrees counted individually

Course	No. of students	Course	No. of students
Double Degrees	52	Science	30
Business/Commerce/Economics	50	Engineering	27
Law	12	Medicine	1
Arts	8	Nursing	2
International Studies/Security Studies	3	Applied/HealthSciences Exercise Sport	3
IT	11	Physiotherapy	2
Communication/Media	2	Architecture	2
Education	2	Construction	3
Music	2	B.Accounting Co-op UTS	1



## 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 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, and because the College cannot accommodate every student in his preferred summer sport. In summer, Cricket, Basketball, Waterpolo and Tennis are the main sports offered. Students also have the opportunity to trial for College Athletics, Swimming, Cross Country and AFL teams. They are required to play Rugby Union, AFL or Football (Soccer) throughout the winter season and all team members in both summer and winter sports attend weekly before and/or after school training sessions, as well as the Saturday match commitment. Students in Year 3 are offered the option of playing Cricket or trialling for any available spots in the combined Year 3 & 4 Basketball team in Term I.

#### 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 and all students are encouraged to become involved in an ensemble.

#### Debating

Students in Year 6 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 the Minds

In 2017, we entered three teams in the regional Tournament of the 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 to work collaboratively within a challenging and competitive environment. All participating students engaged in the process with a number of stand out 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 *Combined Associated Schools* (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. 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.

### Tours and Carnivals

In 2017, the College hosted the *Australian Jesuit Schools' Tennis Carnival* and attended both the *Australian Jesuit Schools' Debating Carnival* in Adelaide and the *Jesuit Schools' Basketball Carnival* in Melbourne. These carnivals brought together students from all Jesuit Schools in Australia. An Opens Rugby team travelled to the Sunshine Coast for a training camp and a 16s rugby squad travelled to New Zealand to train and play at the *Rugby Academy of Sports* in Rotorua. Eighty-five students and a large contingent of staff travelled to Europe on a Music Tour, while the 1sts Water Polo team took part in the annual *Trans-Tasman Tournament* in Melbourne.

### Cadets

Over 300 students involved themselves in Cadets in 2017. 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 forty-four 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 St Ignatius College, Adelaide. The College was also well represented in a wide range of Public Speaking competitions, including the prestigious *Lawrence Campbell Oratory Competition* hosted by St Aloysius' College.

### Drama

Drama students were engaged in numerous productions throughout the year including *The Complete Works of Shakespeare* (Abridged), *There's a Ghost in the Basement*, *M'Lord* and *Dramatic: License*. The College entered in the annual Theatresports competitions. The Senior team made it through to the State Grand Final.

### Music

The College produced a small-scale Musical, *The Twenty-fifth Annual Putnam County Spelling Bee* held in the *Miguel Pro Playhouse*. A commissioned performance, *The Road that has No End* by Luke Byrne incorporated Year 6, the Orchestra and College Choir. It was performed at both Prize Giving and the Gala Concert, which was held at the *Concourse Concert Hall* at Chatswood.

## Tournament of Minds

In 2017, the Senior School had three teams compete in the regional tournament. We had an Engineering and Mathematics team, a Social Science team and a Language Literature team. The boys worked well in their teams and came up with original solutions to their challenges.





## 8 Pastoral Care of Students

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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 boys, become significant adults in each boy'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 boys 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 programme, a Personal Development programme, 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 led by a Prefect each to lead students in initiatives in Liturgy, Social Justice, Environmental, Digital Media and Student Services. These five committees enabled 40 Year 6 students to exercise their leadership qualities through service in action. The SRC, made up of a representative from each of the 12 classes, 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 2017 *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.

Thirteen Year 6 students attended the *Ignatian Schools' Student Leadership Conference* in Sydney at St Ignatius' College, Riverview. The theme for this conference focused on the characteristics of Ignatian Leadership and the fact that, through our Ignatian heritage, we are called to be leaders within our communities through service and action. Student leaders from all our Jesuit schools interacted in a range of activities designed to promote collaboration, courage, service and selflessness. The students formulated individual school action plans, shared ideas and explored possibilities for networking using existing or new media.

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 Years 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 2016/2017**

The *Student Representative Council* (SRC) at St Aloysius' College is a body chosen by the students through an election and interview process. Students from Year 7 to Year 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* which is a celebration held for the students and staff of the College on or near 21 June annually. The students organise activities for the day which should have a focus on both the celebration of our College community and, in 2017, a renewed outreach focus to those in need in our world. Members of the SRC also attend leadership functions and plan initiatives relevant to the College community such as International Women's Day Breakfast at Monte Sant' Angelo Mercy College and the Indian Bazaar at St Ignatius' College Riverview.

### **8.4 Seasons for Growth and Companions Programs 2017**

*Seasons for Growth* is a peer support program that supports students in the Junior School who have experienced loss in their lives as a consequence of death, separation or divorce. *Seasons* recognises this grief and aims to promote healthy and meaningful adjustment to loss and change. The *Seasons* program took place in Term II and III, facilitated by the Junior Campus Psychologist. A number of students were involved over an eight-week period. The program is highly successful in helping the participating students to develop strategies for coping with grief and loss.

The *Companions* Program, which commenced in 2011, is a school-based mentoring program that provides students who may be in need of additional adult male support in their lives with positive role models who offer support, guidance and encouragement on a fortnightly basis. In 2017 six students from both the Junior and Senior campuses were involved. This was facilitated through structured relationships with young Old Boys of the College who were generous with their time and energy. The program usually takes place over two years with constant contact between the mentor, mentee and supervisor of the program.



## 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 2017 were:

- *Study without Stress*
- *Cool Kids Program*
- *Resourceful Adolescent Program (RAP)*
- *Insights Program (Macquaire University)*
- Drug and Alcohol Education
- Mental Health First Aid
- Team building
- Cyber safety
- 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 Drug Consultant also works 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 co-operative 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 Year Coordinators 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.

<b>Policies &amp; Statements</b>	<b>Reviewed/Amended 2017</b>	<b>Access to full text</b>
College Code of Conduct	Reviewed New policy 'Student Code of Conduct' to replace this document in 2018	Printed in College Diary and online on College intranet
College Behaviour Management Policy	Reviewed. New policy 'St Aloysius' College Safe School Policy' to replace this document in 2018	Printed in College Diary and online on College intranet
College Anti-Bullying Policy	Reviewed New policy 'Student Code of Conduct' to replace this document in 2018	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
Pastoral Care Policy	Reviewed	Full text available online on College intranet
Communication Policy	Reviewed	Full text available online on College intranet
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	Reviewed	Full text available online on College intranet
Student Discipline Policy	Reviewed	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 security and well-being of its students and is compliant with New South Wales Child Protection legislation which consists of the following Acts:

- *The Ombudsman Act 1974 (Part 3A)*;
- *Children and Young Persons (Care and Protection) Act 1998*;
- *Commission for Children and Young People Act 1998*;
- *Child Protection (Working With Children) Act 2012*; and
- *Child Protection (Offenders Registration) Act 2000*.

In the case of the *Children and Young Persons (Care and Protection) Act 1998*, the legitimate authority is the Principal of the College. In the case of the *Ombudsman Act 1974 (Part 3A)*, the 'Head of Agency' is the Provincial with the Principal as his delegated representative in any child protection issues which may arise in the College with particular reference to the mandated investigations under the relevant legislation.

The College has both prevention and a response focus. Prevention strategies include:

- Background/employment checking of all persons engaged by the College who are required to be checked under the Child Protection legislation. This includes teaching and administrative staff, those engaged to tutor and coach students in any extra-curricular program and mentors who are engaged under the *Companions Program*;
- Incorporating key elements of child protection behaviours for students within the school curriculum;
- Appropriate professional development of staff in child protection matters, particularly those behaviours which are and which are not reportable.

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*.

The full text of the College's Child Protection Guidelines and Child Protection Professional Standards are available to members of the College community through the College Intranet, *Manresa* and the College Website.

## 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. Anonymous complaints are not responded to unless they concern matters related to the Child Protection legislation or as considered necessary by the Principal. The nature of the complaint and the action taken are recorded by the staff member receiving them, 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

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### 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 conduct 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 at St Aloysius' College are offered opportunities to provide feedback regarding their levels of satisfaction both formally and informally. In 2017, as part of the College's Strategic Plan, *Quo Vadimus?*, staff were asked to comment on a range of areas of College life. The College is pursuing projects stemming from the Strategic Plan that involve staff consultation and evaluation at each stage. Feedback from these projects is used to inform the nature of each program of reform and next steps.

Staff are also offered the opportunity to provide feedback through meetings with their supervisors and other forums. Exit interviews are also conducted with departing staff members.

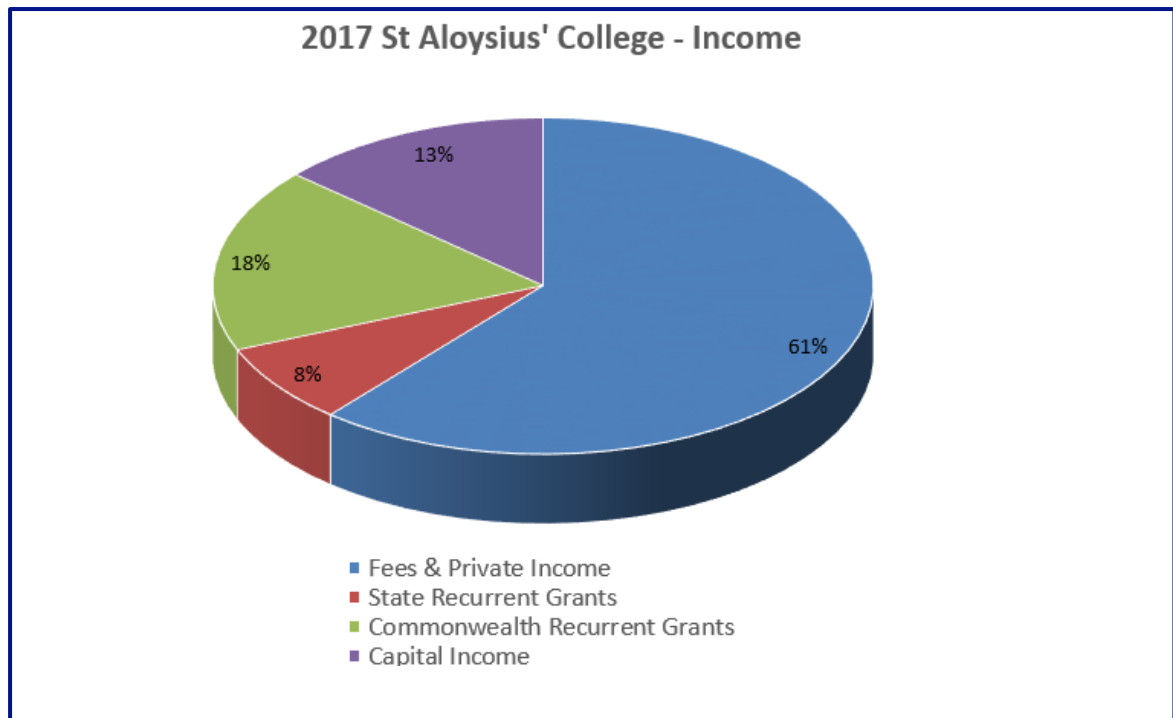
### Student Satisfaction

Students of the College are offered opportunities to provide feedback regarding their levels of satisfaction. In 2017, as part of the College's Strategic Plan, *Quo Vadimus?*, MMG Education surveyed students on a range of areas of College life. The data accrued has contributed significantly to the College's new Strategic Plan, *Quo Vadimus?*. 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.

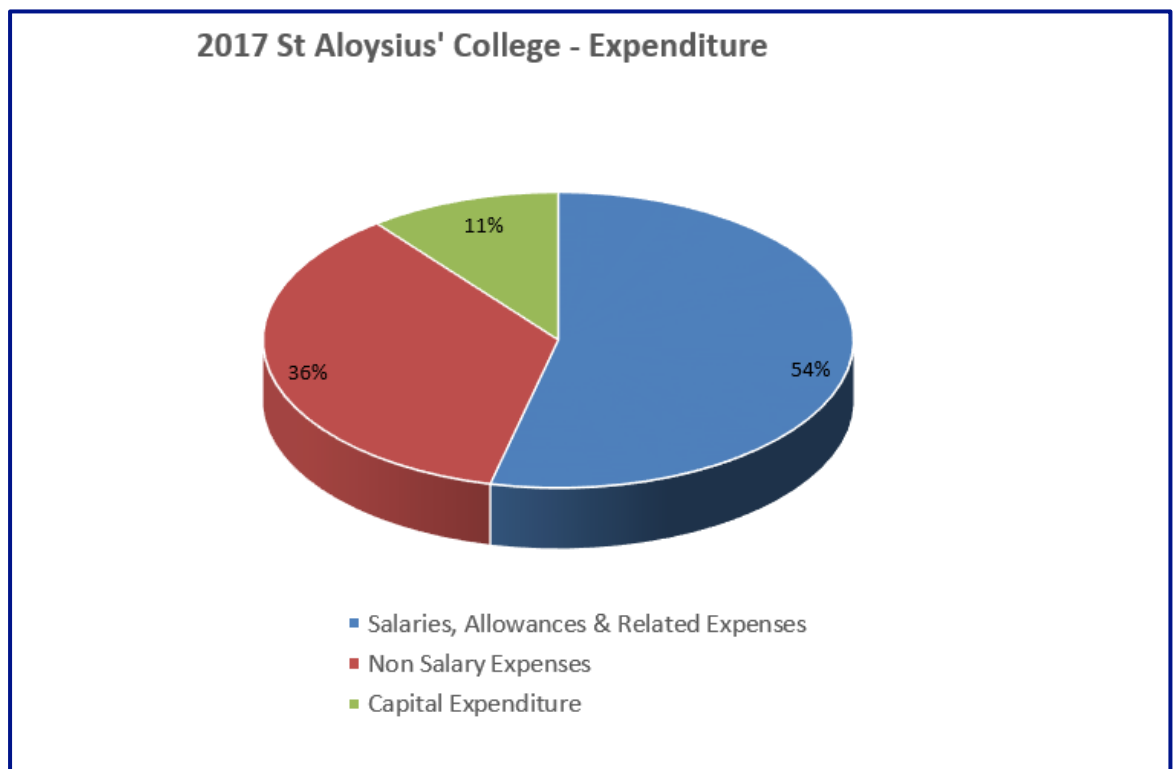
## 10 Financial Statement

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### 10.1 2017 Recurrent/Capital Income



### 10.2 2017 Recurrent/Capital Expenditure





## II Website Links

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

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