



St Aloysius' College
Annual School Report
2012

INDEX

1.	ABOUT THE ANNUAL SCHOOL REPORT	1
2.	WHAT WE BELIEVE.....	1
3.	WHO WE ARE.....	1
3.1	History of the College.....	1
3.2	Location.....	2
3.3	Ownership and Governance.....	2
3.3.1	Annual Report – School Council	2
3.4	Student Population.....	2
3.5	Enrolment Policy and Procedure	3
3.5.1	Conditions of Enrolment	4
3.6	Teacher Standards and Workforce Composition	5
3.7	Professional Learning/Development	5
3.8	Retention Rates.....	5
3.9	Rates of attendance.....	6
3.10	Senior Secondary Outcomes.....	6
4.	CATHOLIC IDENTITY.....	6
4.1	Prayer.....	6
4.2	Liturgies.....	7
4.3	Community Service	7
4.4	Faith Experiences	10
4.5	Involvement of Parents, Old Boys and Others	10
5.	RELIGIOUS EDUCATION	11
5.1	Religious Education Programme	11
6.	SCHOOL REVIEW AND DEVELOPMENT.....	12
6.1	Annual School Priorities 2012.....	12
6.2	Projected School Priorities 2013	12
7.	TEACHING AND LEARNING.....	13

7.1	Junior School	13
7.1.1	Year 3	13
7.1.2	Year 5	13
7.2	Senior School.....	14
7.2.1	NAPLAN Year 7.....	14
7.2.2	NAPLAN Year 9.....	15
7.2.4	Higher School Certificate.....	15
7.3	Curriculum Issues	19
7.4	Co-Curricular Activities	19
7.4.1	Junior School Co-curricular Programme.....	19
7.4.2	Senior School Co-curricular Programme	20
7.4.3	Post School Destination of HSC Graduates 2012	21
8.	PASTORAL CARE OF STUDENTS.....	21
8.1	Tutor Groups	21
8.2	Junior School Induction and Pastoral Care.....	21
8.3	Student Representative Council Report 2011/2012.....	22
8.4	Seasons for Growth Programme.....	22
8.5	Drug Education.....	22
8.6	Youth Minister.....	22
8.7	Counsellor.....	23
8.8	Student Management / Welfare / Discipline Policies	23
8.9	Guidelines for Child Protection.....	24
8.10	Policy for Complaints and Resolving Grievances	25
9.	PARENT, STUDENT AND TEACHER SATISFACTION	26
10.	FINANCIAL STATEMENT	27
10.1	2011 Recurrent/Capital Income	27
10.2	2012 Recurrent/Capital Expenditure	27
11.	WEBSITE LINKS	27

1. ABOUT THE ANNUAL SCHOOL REPORT

The Annual School Report provides parents, staff and alumni of the College with a broad picture of the College's performance and development in the previous school year and outlines priorities for the current year, 2013.

The information in this report is complemented by other College productions – *Prospectus*, the annual magazine (*The Aloysian*), *The College Diary*, College magazines and newsletters (*The Aloysiad* and *The Gonzagan*), and materials on the College webpage (including the intranet site *Manresa* which may be accessed by staff, students and parents).

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

2. WHAT WE BELIEVE

College Mission Statement

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; and,
- Promotes lifelong learning and spiritual growth.

As a Jesuit school, St Aloysius' College follows an educational approach as outlined by Peter-Hans Kolvenbach SJ when he was Superior General of Jesuits: *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 recognize how widespread is injustice, and how pervasive are the forces of oppression, selfishness and consumerism.*

3. WHO WE ARE

3.1 History of the College

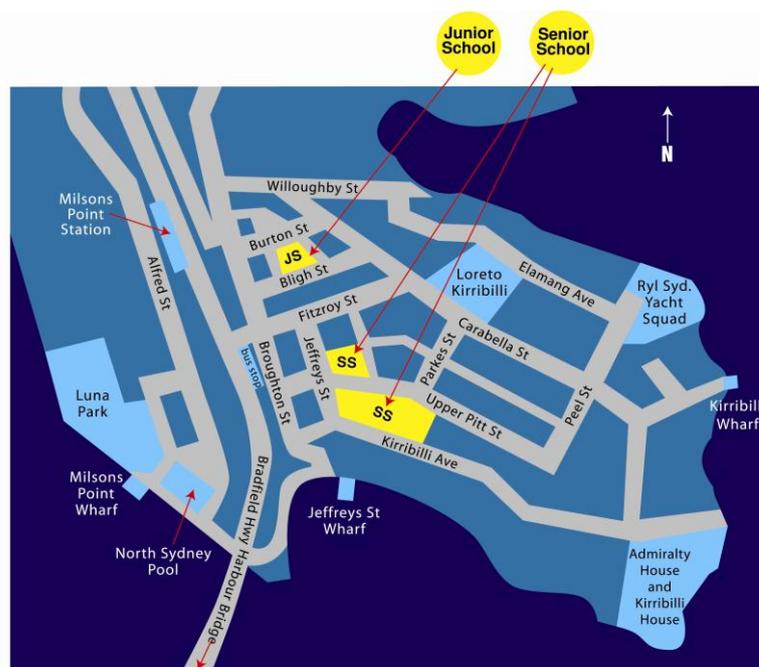
St Aloysius' College is a Catholic independent day school for boys from Year 3 to Year 12. The College, which has an enrolment of approximately 1200 students, is conducted by the Australian Province of the Society of Jesus (the Jesuits) and is part of a worldwide network of about 3,000 Jesuit primary and secondary schools and universities in a tradition spanning nearly five centuries.

St Aloysius' College was founded in 1879 at Woolloomooloo and moved to its present site at Milsons Point in 1903.

The College is spread over two campuses in Milsons Point. The Junior School situated in Burton Street caters for 330 students in Years 3 to 6 (aged 8 – 12) while the Senior School (located nearby in Upper Pitt Street) caters for 900 students in Years 7 to 12 (aged 13 – 18). The *St Aloysius' College War Memorial Oval* is located approximately 20 minutes away in the suburb of Willoughby.

The College is one of the six schools which make up the Associated Schools of New South Wales, most commonly referred to as the Combined Associated Schools (CAS). It is a member of the Association of Independent Schools of Australia. The Rector is a member of the Association of Heads of Independent Schools of Australia.

3.2 Location



3.3 Ownership and Governance

The College is owned by the Society of Jesus in Australia (“The Trustees of the Jesuit Fathers”). Governance of the College is vested in the St Aloysius’ College Council, an incorporated body, whose members are appointed by the Provincial of the Society of Jesus in Australia. There is a dual leadership model with the Rector being the CEO of the Council and the Principal serving as the COO. The particular roles within the shared leadership model will change in 2014 with the recruitment of a new Principal.

3.3.1 Annual Report – School Council

The Council of St Aloysius’ College meet on a regular basis to receive reports from the Rector, the Principal, the Provincial Delegate for Education and its two standing Committees, the Finance and Building Committees. These reports and Committees deal with formation, business initiatives and controls within the College.

The Council seeks to keep itself abreast of education and formation issues through the diversity of its Council Members and guest speakers from time to time.

The Council has endorsed this Report to Parents and Students.

3.4 Student Population

As at the end of 2012, the student population was 329 students in Years 3 to 6 (Junior School) and 910 students in Years 7 to 12 (Senior School).

Since the College is located adjacent to bus, rail and ferry services, families from across the metropolitan area enrol their sons at St Aloysius’. The College currently has students from 185 suburbs (which is represented by 110 Postcodes). The College endeavours to keep its fees accessible to ensure a broader socio-economic group, and has a number of means-tested bursaries, to safeguard some diversity in the school.

3.5 Enrolment Policy and Procedure

The main intake years are Year 3 (48), Year 5 (64) and Year 7 (33). Students are also admitted into other years if vacancies occur.

As 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.

The College is partially selective in that prospective students must fit comfortably into the academic system of teaching.

In addition to the academic ability of the student, the College seeks to enrol students whose homes have similar attitudes, values and priorities as the College and who will participate in co-curricular activities and benefit from the full range of opportunities available at the College.

A number of means-tested bursaries are available for students entering the College in Years 7 and 11.

The acceptance of an application is 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 to be paid on application.
- Applicants for entry to all years normally sit an Entrance Examination.
- Applicants for entry into Years 3 and 5 will sit an examination in February or March one year prior to the desired year of entry. Applications close in January of that year.
- Applicants for entry into Year 7 will sit an examination in February or March 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 will be required at the time of examination.
- Consideration will be given to brothers of students in the school and also to sons of Old Boys but enrolment is not automatic.
- Consideration will be 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 may be 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 must be 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 Conditions of Enrolment

Co-Curricular Activities: It is a policy of the school that students participate in the sporting activities offered in all four terms. In some circumstances, if a particular sport is oversubscribed, a student may be required to participate in sporting activities not chosen by him. If the 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 e.g. 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.

Length of Stay: We expect 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. We understand that, with due notice, the parents have the right to remove their son from the College at any stage. As part of the agreement between Independent Schools, if the applicant is currently at an independent school which is a member of the Association of Heads of Independent Schools (AHISA), then the College will notify the current school of the application to St Aloysius' College.

Rights of the College to Exclude a Student: Students must act in accordance with the directions of College staff and observe all rules and regulations of the College. The College reserves the right to exclude any student either permanently or temporarily, consistent with published policies outlining procedural fairness.

Continuing Enrolment: The continuing enrolment of a student is conditional upon his 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. The College views the first year of enrolment as a year in which both parties can assess how well the College, student and home meet expectations.

Changes Made to Curriculum: The College reserves the right to amend its academic and other programmes at any time and without notice to parents. This may include the discontinuance of teaching subjects and other programmes.

Fees: School fees 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 on time. Overdue 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 overdue fees. The amount charged on overdue accounts may vary from year to year. Parents are required to give the Rector 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 Rector or Business Manager 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 Business Manager or Rector. If payment of fees is not made by the end of the school year, the College is unlikely to enrol further siblings and reserves the right to discontinue the enrolment of a current student for the following academic year.

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

3.6 Teacher Standards and Workforce Composition

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	108
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	–

- (i) The average teacher attendance rate was 98.4 per cent.
- (ii) The proportion of teachers retained from the reporting year was 98.7 per cent.

Workforce composition

The staff at St Aloysius' College is made up of teaching, school support and business office staff. With respect to the teaching staff, it is made up of subsets of primary and secondary teachers with appropriate qualifications for the age and stage as well as the faculty in which they teach.

3.7 Professional Learning/Development

Course-based professional development Senior School:

In 2012, 84 members of teaching staff undertook some form of course-based professional development. There were a total number of 202 courses taken. These included 116 related to teaching areas, 15 related to leadership training, 15 related to administration or WH and S matters, 17 related to pastoral care, 11 related to careers and 32 related to spirituality or Ignatian ethos. All teaching staff also undertook annual CPR training. In all, the time investment was some 185 teacher-days. An investment outlay of over \$78,000 was expended in course costs, excluding any relief staffing costs. A total of \$34,229 was spent on professional development of ancillary staff as well as above investment in teaching staff.

On-site development

In 2012, a significant number of staff undertook on-the-job development and support on an ongoing basis. The investment outlay in this regard is not able to be determined.

3.8 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2010 and who were still at the school in Year 12 in 2012. Between Year 10 (2010) and Year 12 (2012), the Actual Retention Rate was 95%.

The Apparent Retention Rate is a simple comparison of enrolment between Years 10 and 12. The Apparent Retention Rate between Year 10 (2010) and Year 12 (2012) was 99%.

3.9 Rates of Attendance

No Year group experienced any unusual rates of attendance. The most common reason for absence is as a result of illness, all subsequently substantiated. Taking in absence details, for each student the following rates of attendance are reported:

Year 7:	99.5
Year 8:	99.4
Year 9:	98.3
Year 10:	99.1
Year 11:	98.8
Year 12:	98.4

Rate of attendance for the whole school was 98.9, with no unusual patterns of absence reported.

When student non-attendance becomes an issue, parents are advised formally in writing with regard to the specific concern, usually categorised as either pastoral or academic or both. If students are in danger of N grading for subjects, the specifics of missed tasks or number of days absent are detailed. Meetings will usually involve levels of care and support networks within the school, ranging from Year Coordinator, Director of Curriculum, Deputy College Principal and College Principal. There may also be the need to involve the College Counsellor in ongoing support for the student and family.

3.10 Senior Secondary Outcomes

In 2012 one Year 12 student undertook a TVET course.

All Year 12 students attained a HSC and were eligible for an ATAR (with two students commencing Pathways – one due to chronic illness and one due to age/sport).

4. CATHOLIC IDENTITY

4.1 Prayer

Prayer is part of all our activities, assemblies, and the daily life of the students in the College, whether it be in the Junior or the Senior School. Each class begins the day by praying together. As a school, the staff has been looking at various forms of prayer and reflection, both in its formal and informal setting.

In the Ignatian tradition of forming people of contemplation, 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 the students to review, reflect and refocus on the past week and to look at the week ahead. Some classes use this time to write their thoughts and feelings in a journal, with reflective music being played as a backdrop.

Every Wednesday morning the Senior School staff comes together for a twenty-minute meeting. This meeting begins with a prayer, which is led by staff members. Similarly, every Junior School staff meeting begins with a prayer. Each staff member is asked to do this voluntarily once a year. By praying together we are reminded of the importance of communal prayer, the different approaches that each individual has to prayer and the significance of prayer in our Catholic School. The whole School meets to pray in the College Chapel once a term. This is mostly led by members of the school leadership team.

4.2 Liturgies

College liturgies are an important celebration of the school community reminding us of God's presence in our life. In 2012 numerous opportunities were provided for the College community to celebrate the Eucharist in a range of settings provided by the Jesuit community as well as visiting priests from our local parishes.

The whole student and staff body are present for the Feast of St Aloysius on 21 June, whereas other Eucharists such as the St Ignatius Mass or other special Masses (e.g. the Sacred Heart Mass and Ash Wednesday liturgy) are usually divided into two Masses, one for Years 3 to 7 and the other Years 8 to 12.

For each Year cohort, a Family Eucharist is held on one Sunday of the year and family members are invited. This may include grandparents, aunts, uncles and any other significant adults in the students' lives. In the Senior School voluntary student masses are spaced throughout the calendar year, where more informal student-led liturgies occur.

The Junior School continues with their Parent Liturgy committee which assists with preparation for the Junior School Masses. The main focus for this group is to work with staff and to plan ways to facilitate the participation of parents in the faith life of their sons and the College, especially in Eucharists and other liturgies. Some parent, staff and students attend the daily 8.05 am Masses held in the Senior School and the weekly 8.05am Mass in the Junior School.

The sacrament of Reconciliation occurs in both the Junior and Senior School. For some year levels, it occurs as an entire year during school or during the Retreat experience. Other groups will receive Reconciliation through their Religious Education class. In early Term IV the Year 3 students receive their first Holy Communion. The Sacrament of Confirmation is parish-based as our students come from different dioceses. In conjunction with our local Parishes, our students were prepared and presented for the Sacrament of Confirmation.

The array and quality of liturgies would not have been possible were it not for the dimension of music and choir. The musical talents of the students and the wonderful support from the Music Department in all the liturgies have been an essential part.

4.3 Community Service

The notion of a faith that does justice is integral to education at St Aloysius' College and the Service Programmes are a practical way to give flesh to those high ideals.

Junior School

The *Arrupe Outreach programme* is the Junior School Community Service Programme. One of the aims of this programme is to develop a belief in the students that they do have much to offer the wider community, and that their positive contribution can make a difference to individuals and to society. The theme this year was "We ought not to be content in being hearers but doers." Each class chooses a welfare agency, charity or project to focus on for the year. The students are encouraged to learn more about the charity, agency or project through research and exploration. The class is then encouraged to raise awareness of their focus in the school community. This initiative is not meant to be just one where the students have to meet a financial goal but also to allow them to learn about ways to serve others through action and reflection.

The areas chosen this year were:

Year 3.1	Supporting St Aloysius' College in Manila
Year 3.2	Supporting St Aloysius' College in Manila
Year 4.1	Cana Communities
Year 4.2	Supporting the St Vincent De Paul Night Patrol Van
Year 5.1	Karuna Foundation
Year 5.2	See Beyond Borders
Year 5.3	Karonga Special School
Year 5.4	Kickstart Kids International Orphanage Kenya & Jesuit Refugees Services
Year 6.1	Jesuit Refugee Service
Year 6.2	Milsons Village Nursing Home
Year 6.3	Georgian House Nursing home
Year 6.4	Jesuit Missions

Senior School

The *Aloysian Faith in Service* programme within the school seeks to form *men for and with others*. The College encourages students to consider placements working with those in need, be they poor, the elderly, the disabled or others who experience disadvantage.

The aim of the programme for the students is:

1. to be *men for others: and*
2. to realise they can make a positive difference in the situation of another, thus 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 this year included:

- working with the St Vincent de Paul Society;
- leading a Year 12 Retreat (called the *Kairos Retreat*);
- *Philippine Immersion Programme*, which is a three-week visitation to various parts of the Philippines including visiting fellow Jesuit Colleges, prisons and staying in rural places;
- visiting Nursing Homes; and
- helping the organization *Life for Koori Kids*, which deals with homeless people and aboriginals of the inner city and many more.

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

Charities and Activities 2012

Charity / Activities	Term	Junior	Senior
Project Compassion – Distribution of Boxes	I	3-6	7-12
Pancakes for Compassion Day		3-6	7-12
Guest Speaker from Caritas		3-6	7
Writing letters to students at Xavier College in Micronesia (part of the Arrupe Outreach Programme)			7
Legacy Day (Selling outside)	II		9
National Reconciliation Week Reconciliation, Prayers & Paraliturgy	II	3-6	7-12
Sacred Heart Mass – Poor Man’s Mass Students brought in over 2000 items for St Canice’s Parish	II	3-6	7-12
SVDP Badge Selling (Selling in and out)	III		10 & SVDP
Mini Vinnies		3-6	
Readathon – Raised money for The Jesuit Mission in East Timor & Micronesia	II	3-6	
Kickstart Kids International - Kenya	II- IV	3-6	
Matthew Talbot Hostel	III	3-6	
Karuna Foundation – Cambodia	II	3-6	
Beyond Borders	III	3-6	
Bethlehem Orphanage Bustos Philippines – Students donated toys and books	III	3-6	
Jesuit Refugee Services	III	3-6	
World Mission Week – Theme: <i>Remember the Children</i> An opportunity to take time & reflect on our understanding and level of commitment as Christians to live out in action our Gospel values	IV	3-6	
House-building programme in the Philippines			SRC
Life for Kids	Christmas	3-6	7-12
Benenson Society – Human rights advocacy	I-IV		7-12

Promoting Respect and Responsibility

Within the College Policy on Student Discipline and Behaviour, page 30 of the College diary, it states “there is one fundamental value underlying all College rules – namely that of respect”. The 3 Rs, below, are often mentioned:

Respect for others;

Respect for self; and

Respect for school and property.

These 3 Rs are well known by all students, teachers and parents. The dignity of the College community is promoted by an attitude of respect and consideration for others.

Encouraging respect and tolerance for others is also evident in the Social Justice Clubs that exist in the College such as St Vincent de Paul and the Benenson Society. Within these Clubs, a healthy respect for others less fortunate is encouraged.

4.4 Faith Experiences

Retreats and Activities and Reflection Days and Camps

Years 7 to 11 were involved in a Camp, Activity or Reflection Day or a Retreat from 3-5 April, while the Year 12 gentlemen were sitting their mid-year examinations. Year 12 students have the option to participate in the Kairos Retreats that take place in the holidays at Santa Sabina's Talong Campus, near Mittagong.

The locations for each of the years were:

Year	Location
6	Ignation Leadership Camp Melbourne
7	Academy of Sport, Narrabeen
8	St Aloysius' College, Milsons Point
9	Somerset Outdoor Learning Colo River; Surf Camp, Gerroa
10	St Aloysius' College, Milsons Point
11	Naamaroo Conference Centre, Lane Cove National Park, Chatswood

Kairos Retreats

The Kairos Retreats were once again held in 2012. Under the direction of the Principal, they are offered to our Senior students four times each year during holiday time. Just over one hundred and twenty students voluntarily undertook the retreat in 2012. Kairos is an experience of Christian community, with a series of talks given by peers and adults. Prayer and worship are an essential part, as well as the participants' involvement in discussions and various exercises. An important characteristic of the retreat is that of peer ministry: students who have done the retreat give many of the talks and lead many of the activities. The retreat is a time of trust and openness, generosity and community to quite a remarkable degree.

Chaplaincy

A full-time Youth Minister is employed to assist in developing and nourishing the faith life of the College. There are also three lay chaplains and four Jesuit chaplains working across the school. They provided support to the Director of Pastoral Services throughout the year assisting in preparing liturgies and conducting countless interviews with the students so as to build a rapport with them and to encourage each student's relationship with God.

4.5 Involvement of Parents, Old Boys and Others

Apart from Staff, many others are involved in the College in many ways.

The Parents and Friends Association draws families more closely into the life of the College. It organises social events for each Year cohort and for the College as a whole. It holds regular Forums to raise pertinent issues of interest to parents. Though not principally a fund-raising body, it makes a donation to the College each year from surpluses made through social events. A number of parents assist in the College's many co-curricular activities.

The alumni association known as the *St Aloysius' College Old Boys' Union* maintains links with past students. SACOBU also funds fee assistance for Old Boys with sons at the College who are experiencing financial difficulties. Many alumni coach in the co-curricular programme and offer academic tutorials.

The College Council and its sub-committees have a number of present and past parents and Old Boys making active contributions.

The *Parent Enrichment Programme* is offered each year to educate, challenge and to provide parents with even stronger connections with the College. In 2012 this included the following presentations:

- The College Drug Consultant on the topic: *Do you give permission for your son to drink at parties?* (For Years 6 and Year 9 parents and sons).
- The Rector and Deputy Principal on the topic: *Meeting Ignatius* (for new parents)
- The Rector offering a seven-week evening programme on Ignatian spirituality and prayer called *“Ignatius draws us to Jesus”*
- Our Year 7 Coordinator, Mr Michael Hughes, speaking about his one year immersion in Turkey Creek.
- A Guest Speaker, Sue Martin, in conjunction with our Junior School Principal, Mr Martin Lobo speaking about the environment.
- A Guest Speaker from the Black Dog Institute talking about Navigating Teenage Depression

Parents are strongly encouraged to become involved in the various co-curricular activities offered in the College. A Chairman of the Parent Committee oversees the various active parent committees operating in the College. These parent committees have been set up to assist the Master-in-Charge (MIC) of that activity in many ways. They meet regularly throughout the season. They are directly responsible to the MIC who in turn is responsible to the Director of Co-Curricula. Parents are involved in helping with such things as fund-raising, tour organisation, time-keeping at carnivals, assisting at cadet camps, setting up sports grounds on Saturdays and running barbeques at ovals, etc.

5. RELIGIOUS EDUCATION

5.1 Religious Education Programme

Junior School

The Year 3 to 6 Religious Education Programme is faithful to the heart of our Catholic tradition and honours what we value deeply within our Jesuit tradition and Ignatian 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 our boys.

The text *To Know, Worship and Love* is used as a major source for the Religious Education Curriculum. The Emmaus story (Luke 21:13-35) is central to our Religious Education Curriculum. The curriculum brings together the essential components of knowledge, understanding, appreciation and celebration of our rich tradition. It also provides opportunities and skills for our students to meet the challenge of living the Catholic faith in today’s world. It is an inspiration for lifelong Religious Education and invites the students to make sense of everyday life, to gain an understanding of the traditions of the Catholic community, scriptures and stories, to respond to the activity of God in their lives and to celebrate with others, the mystery and life of the risen Christ.

In the Sydney Archdiocesan Year 6 Religious Education Test, we were delighted with our results to learn that, of the 118 students who sat the test, 40 achieved a Credit, 76 Distinctions and another 4 High Distinctions. Our school performance was above the Diocesan mean in all the strands.

Senior School

Religious Education in the Senior School is based on two curricula. In Years 7 to 10 the Catholic Archdiocese of Sydney's guidelines were implemented. In Years 11 and 12, the College follows the NSW Board of Studies course, Studies of Religion (SOR). This course is studied at both 1 and 2 Unit level. Both curricula have been mainstays of the Senior RE programme 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 the Catholic Education Office Sydney are supplemented with our own Jesuit resources which seek to develop a better understanding of the life, work and mission of St Ignatius and the Society of Jesus (Jesuits). Students undergo a variety of assessment tasks 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 Schools' Trial paper and the Board of Studies HSC exam.

Classroom praxis is complemented by a range of faith and service experiences under the auspices of the College's Pastoral Services Department.

6. SCHOOL REVIEW AND DEVELOPMENT

6.1 Annual School Priorities 2012

There were three priorities for 2012:

- Continued work in implementing technology into curriculum – a Head of E-Learning was appointed;
- Refurbishing the Canisius Room as a cafeteria-style space and building a new Art studio for Year 12;
- Begin refurbishment of our Science rooms – one to be completed at the end of 2012;
- Junior school focus on 'cooperative learning' (using *Kagan*) – a different style of furnishing to be trialed in Year 5 classrooms to complement this approach;
- The development of the *Cardoner Project* for service years for young graduates; and
- Re-structure of the Drama Department.

6.2 Projected School Priorities 2013

- Planning for refurbishment of Music facilities (last stage of master plan) – work to commence at the end of 2013.
- Begin process of implementation of National Curriculum – in English and Mathematics in the Junior School, and Stage 4 in the Senior school.
- The roll out of iPads in Years 7 to 9, and continued work on integration of technology and learning and teaching.
- Selection of a new College Principal and transition process commenced (new Principal to commence at the start of Term II, 2014).

7. TEACHING AND LEARNING

The College participates in a range of National and State wide examinations. All schools across Australia participated in the inaugural National Assessment Program Literacy and Numeracy NAPLAN in 2012. Our students' results can be found below.

7.1 Junior School

7.1.1 Year 3

NAPLAN – Literacy – Year 3

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation
6	68.8 (26.4)	62.5 (15.9)	80.9 (30.1)	83.0 (33.7)
5	22.9 (23.8)	33.3 (41.3)	8.5 (20.2)	8.5 (22.0)
4	8.3 (20.6)	4.2 (22.3)	8.5 (25.4)	6.4 (19.0)
3	0 (15.6)	0 (13.8)	0 (13.4)	2.1 (12.7)
2	0 (10.1)	0 (5.0)	2.1 (7.5)	0 (7.4)
1	0 (3.5)	0 (1.7)	0 (3.4)	0 (5.1)

NAPLAN – Numeracy – Year 3

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
6	54.2 (13.9)	45.8 (12.6)	60.4 (17.7)
5	33.3 (29.3)	43.8 (28.5)	31.3 (21.2)
4	10.4 (20.5)	8.3 (22.1)	6.3 (27.8)
3	2.1 (23.8)	2.1 (23.8)	2.1 (20.2)
2	0 (9.2)	0 (8.1)	0 (9.3)
1	0 (3.4)	0 (4.8)	0 (3.8)

7.1.2 Year 5

NAPLAN – Literacy – Year 5

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation
8	63.1 (13.6)	36 (8.7)	48.2 (16.5)	65.5 (20.7)
7	25.2 (21.5)	35.1 (14.5)	33.6 (24.5)	19.1 (14.5)
6	9 (24.5)	22.5 (28.8)	15.5 (26.1)	9.1 (23.5)
5	2.7 (22.8)	6.3 (34.1)	2.7 (17.9)	6.4 (20.8)
4	0 (10.0)	0 (8.4)	0 (11.3)	0 (12.8)
3	0 (7.7)	0 (5.5)	0 (3.8)	0 (7.8)

NAPLAN – Numeracy – Year 5

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
8	57.7 (16.9)	54.1 (13.9)	61.3 (15.8)
7	22.5 (14.0)	23.4 (15.4)	22.5 (15.4)
6	16.2 (26.3)	18.0 (26.8)	14.4 (28.0)
5	2.7 (25.1)	4.5 (28.2)	1.8 (23.9)
4	0.8 (10.8)	0 (11.2)	0 (11.8)
3	0 (6.9)	0 (4.4)	0 (5.2)

7.2 Senior School

In 2012 all schools across Australia participated in the National Assessment Program - Literacy and Numeracy (NAPLAN).

The Literacy component consisted of several parts:

- Language conventions;
- Writing; and
- Reading.

The Numeracy tests in Years 7 and 9 consisted of two parts:

- Calculator-allowed test followed by a
- Non-calculator test

These tests were held in all Australian schools between the periods 15 to 17 May 2012.

The reports contain the results for reading, writing, language conventions and numeracy across six bands for each Year level.

The NAPLAN measures student achievement against a single assessment scale that continues from Year 3 right through to Year 9. This means, as a student advances through school, we will be able to see the real growth in literacy and numeracy over time.

7.2.1 NAPLAN Year 7

Year 7 Literacy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation
9	42.3 (11.5)	22.1 (7.5)	33.6 (11.9)	47 (14.8)
8	40.3 (22.1)	29.5 (15.4)	38.3 (25.2)	31.5 (18.9)
7	14.8 (26.5)	21.5 (20.7)	24.8 (30.1)	18.8 (26.4)
6	2 (21.8)	20.1 (26.4)	2.7 (19.0)	2.7 (25.1)
5	0.7 (13.0)	6.7 (22.2)	0.7 (98.3)	0 (11.4)
4	0 (5.2)	0 (7.8)	0 (95.5)	0 (3.4)

Year 7 Numeracy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, pattern & Algebra	Measurement, data, Space & geometry	Numeracy
9	55.4 (14.5)	40.5 (12.3)	58.1 (15.6)
8	26.4 (15.1)	32.4 (15.6)	27.0 (14.1)
7	15.5 (23.1)	25.7 (28.6)	12.2 (22.9)
6	2.7 (25.1)	1.4 (25.2)	2.7 (23.1)
5	0 (17.1)	0 (12.1)	0 (19.6)
4	0 (4.5)	0 (6.3)	0 (4.0)

7.2.2 NAPLAN Year 9

Year 9 Literacy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation
10	27.1 (7.5)	29.3 (9.0)	17.2 (7.6)	19.3 (7.5)
9	43.1 (16.5)	32.0 (11.2)	46.9 (21.8)	39.3 (15.2)
8	23.6 (25.3)	23.8 (21.9)	23.4 (26.9)	33.1 (25.3)
7	4.9 (26.6)	11.6 (19.6)	11.7 (23.6)	6.9 (23.6)
6	1.4 (17.0)	3.4 (19.1)	0.7 (11.9)	1.4 (20.6)
5	0 (7.1)	0 (19.3)	0 (8.2)	0 (7.8)

Year 9 Numeracy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
10	55.6 (13.1)	50.7 (12.2)	62.5 (16.4)
9	32.6 (14.7)	36.8 (15.6)	27.1 (13.8)
8	10.4 (22.2)	9.7 (22.4)	7.6 (21.7)
7	1.4 (25.9)	2.1 (25.3)	2.8 (21.3)
6	0 (20.3)	0.7 (17.4)	0 (18.6)
5	0 (3.9)	0 (7.2)	0 (8.3)

7.2.3 Higher School Certificate

The Class of 2012 have received an impressive set of results in the HSC. One of the easiest points of comparison in performance is the number of students in the Merit List. 273 mentions is an excellent result maintaining the strong results of recent years.

This is an outstanding result by a group of hard working students who have participated fully in the cultural, sporting, religious and service life of the school.

There were a number of highlights:

- About 56 % of students achieved an ATAR rank of 90 or better with the median being 91.5.
- Eleven Students in All-Rounders Achievers List.
- A continuation of strong results in English & Mathematics.

- The percentage of Band 6 results achieved from exams sat is 31%. (273 from 886 exams sat).
- Three mentions in Top Performers in Course, with Jonathon Parker placed first in the State in Advanced English, Ned Latham placed eighth in the State in History Extension, and Tim Morgan placed tenth in the State in English Advanced.
- Excellent results in all of the Creative Arts.
- In terms of z –scores (which compare the school mean in a subject to the state mean) we achieved the best results in Physics & Chemistry since the introduction of “new” HSC in 2001.
- Pleasing results in French Continuers course.

Perhaps the best comparison can be made to past performance at SAC.

Year	2006	2007	2008	2009	2010	2011	2012
Total students	134	145	145	142	151	138	150
Distinguished Achievers	165	198	258	236	275	287	273

* Plus 2 pathway students

A close reading of all the results indicates that the results across the board were strong. This trend has been a pleasing feature of results in recent years. Too often results can be measured by only looking at the top students. There has been a pleasing improvement in the performance of students of all abilities reflecting in stronger means and the continued lack of a “tail” in our results.

In 2012 there has been a further marked reduction in individual subject results below band 4 (below 70). Thus in terms of average result and contributions to the ATAR ranking this has been perhaps our strongest set of overall results since the introduction of the “new” HSC in 2001. The following table illustrates this trend.

Band Results for all 2 unit courses*

Band	2009	2010	2011	2012
6	194 (26.6%)	223 (28.7%)	236 (32.8%)	221 (28.6%)
5	337 (46.2%)	388 (50%)	330 (46%)	412 (53.3%)
4	160 (22%)	141 (18.1%)	116(16.3%)	135 (17.4%)
3	38 (5%)	25 (3.2%)	34 (4.7%)	4 (0.005%)
2	1	0	2	0
1				

(2012: Total of 772 individual student results in 2 Unit courses, including 1 unit Studies of Religion)

Band Results for all Extension courses*

Band	2009	2010	2011	2012
4	42 (43.3%)	52 (50%)	51 (53%)	52 (45.6%)
3	53 (51.5%)	51 (49%)	44 (45.8%)	60 (52.6%)
2	1	1	1	2
1	1			

(2012: Total of 114 individual student results in Extension courses)

All-Rounders:

There were 11 students named in the Premier’s All-rounders list. These students scored 90 or better in 10 units. They were: Daniel Burlutsky, Liam Carrigan, Victor Chan, James Courtenay, William Hade, Ned Latham, Jonathon Parker, Marcus Paxton, Matthew Sindone, Dominic Thomson and Jean-Luc Vrisakis.

First Place in Course:

English (Advanced): Jonathon Parker

Top Achievers in Course:

English (Advanced): Timothy Morgan (10th) and Jonathon Parker (1st)

History Extension: Ned Latham (8th)

ATAR calculations:

- Six students achieved an ATAR above 99. A few others missed by the smallest of margins, with 46 students scoring between 95 and 99.
- Eighty five students appear to have ATARs over 90. Thus 56% of the cohort achieved this rank compared to 17% in the State.
- The median ATAR was 91.5. The State median was 69.55.

Creative Arts:

The class of 2012 has had a significant number of students nominated to display/perform in the varying showcases for 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.

Visual Arts:

Five students have had their major artworks nominated for ARTEXPRESS 2012.

They were:

Erik Addicoat: *Naturally man-made*

Dimitri Farmakis, Architectural Possibilities: *Destruction & decay*

Sam McGraw: *He said/she said; the subtle intricacies of having friends*

Eliot Stuntz: *Dynamic equilibrium*

Matthew Thomson: *Rapid expansion*

Two of these were selected for inclusion; Sam McGraw (Art Gallery of New South Wales. Broken Hill Regional Gallery) and Eliot Stuntz (The Armory Sydney Olympic Park).

The overall results in Visual Arts reflects the quality of work the students produced. Eighteen students out of class of 30 received a Band 6. The school mean was 89.55

Music:

The Class of 2012 continued the strong recent history of academic achievement. The results in both Music 1 and Music 2 were pleasing while all four students studying Extension Music achieved a top band result.

We had four nominations for inclusion in Encore. Rohan Hora and Matthew Thomson had compositions nominated for inclusion. Matthew Thomson was also nominated for his performance, along with Dominic Scarf. This reflects the continuing high standards of our Music students.

Drama:

The class of 2012 has excelled in drama in their years at the College. The talent and energy was evident in strong performances and excellent results.

Year 12 Drama students received three nominations for NSW OnSTAGE: two group devised performances – Man: A Concept, consisting of Ben McCann, Luke Nicholson, David Quaglia and Adrian Sims, and Technology Vs Humanity, consisting of Max Baume, Elliott Miller, Dominic Scarf and Claudio Trovato, as well as Ben McCann's individual performance, Terminus. These nominations are a great tribute to what has been a talented and committed Drama cohort this year.

The following table presents all the Higher School Certificate test results, with figures representing the actual student numbers in each band:

Subject	No. of students	Bands 5-6	Bands 3-4	Bands 1-2
Ancient History	39	23	16	0
Biology	33	18	15	0
Business Studies	28	18	10	30
Chemistry	31	25	6	0
Drama	17	16	1	0
Economics	36	31	5	0
English (Standard)	40	33	7	0
English (Advanced)	112	101	11	0
Geography	9	9	0	0
Legal Studies	9	5	4	0
General Mathematics	49	39	10	0
Mathematics	90	77	13	0
Modern History	65	61	4	0
Music 1	6	6	0	0
Music 2	7	7	0	0
PDHPE	26	24	2	0
Physics	41	32	9	0
Senior Science	3	1	2	0
SOR 1	41	31	10	0
SOR 2	48	39	9	0
Visual Arts	30	30	0	0
French Continuers	5	5	0	0
Japanese Continuers	4	2	2	0

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

Subject	No. of students	E4	E3	E 1-2
English Extension 1	17	10	7	0
English Extension 2	2	0	2	0
Mathematics Extension 1	47	25	21	1
Mathematics Extension 2	17	7	10	0
History Extension	24	6	17	1
Music Extension	4	4	0	0
French Extension	2	0	2	0

7.3 Curriculum Issues

iPads and Digital Units of Work

In 2012 the college continued its roll out iPads to all Year 9 and 10 students. Significant upgrading of ICT infrastructure, along with professional development of staff accompanied this initiative.

While a number of problems were encountered, the uptake and ease of use exceeded expectations. Much of teaching material was digitised. The College Head of E-Learning arranged regular staff training in various apps and in the development of digital teaching resources.

HSC Study Seminars

For a number of years high achieving past students have been invited back to the College to run study seminars. This was extended in 2012 across a wider range of subjects.

Continued improvement in HSC results over previous years is due to many factors. The appropriate use of past students in study seminars and workshops is one factor that has contributed to improved results.

7.4 Co-Curricular Activities

The academic program at St Aloysius' College is supported by a strong co-curricular program to ensure that every student has a holistic education. All students are expected to be fully committed to the co-curricular life of the College. Sport, Music, Drama, Debating and Cadets are the main areas of co-curricular involvement and constitute an essential element in the overall curriculum of the College. All members of the College teaching staff are involved in sporting and/or other co-curricular activities.

The College, through membership of the CAS, is committed to field teams in all mainstream Senior School CAS sports and co-curricular competitions. The Junior School is a member of the Independent Primary Schools Heads of Australia (IPSHA) which provides sporting and co-curricular competition.

7.4.1 Junior School Co-curricular Programme

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. While winter sport is compulsory, exceptions are made for summer sport participation, firstly to allow students to honour commitments made by them to local club competition prior to commencing the year. Secondly, we cannot accommodate every boy in his chosen summer sport due to restrictions on the number of teams that we can submit placed on us by IPSHA, the association under whose banner the Junior School plays sport. In summer, Cricket is the main sport offered. Basketball, Waterpolo and Tennis are also offered. Students will also have the opportunity to trial for school Athletics, Swimming, Cross Country and AFL teams. They are required to play Rugby Union or Football (Soccer) throughout the winter season and all team members in both summer and winter sports must attend weekly before and/or after school training sessions as well as the Saturday match commitment.

Students in Year 3 are given the choice to play Cricket in Term I for the school but may be exempted from Saturday sport until Term II.

Music

Students are involved in Concert Bands, String Orchestras, Jazz Ensembles, Rock Band, the Junior Choir and the highly respected Junior School Zipoli Choir. As a part of the class programme for Years 3 and 4, every student learns a string instrument and participates in a String Orchestra. Students in Years 5 and 6 also have the opportunity to be involved with a wind and brass programme. The College has an active programme of camps, recital evenings and participation in Eisteddfods and all students are encouraged to be fully involved in the programme.

Debating

The Junior School participates in the IPSHA and Independent Schools Debating Association (ISDA) competitions as well as the Aloysian Inter-House Debating competition. Debating runs from Term I to Term IV and allows both 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 competition 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 three 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.

Extension and Enrichment Programme

The Junior School has a wide range of activities to cater for the needs and development of gifted and talented students. These activities include Mathematics Olympiad and Science competitions, Chess, Da Vinci Academic Decathlon, Debating, Tournament of Minds and a number of Gifted and Talented workshops offered by the University of NSW, IPSHA and the North Shore G&T Association. These programs are conducted both during and after school hours. All students in Years 3 to 6 participate in the English, Mathematics and Science ICAS competitions organised by the University of NSW Testing Centre. As well all students in Year 6 participated in the ICAC Computer Competition and the Sydney Archdiocesan Religious Education Test, while Year 4 students participated in the Writing and Spelling competitions in 2012.

7.4.2 Senior School Co-curricular Programme

All students in Years 7 to 12 are expected to be involved in a full-time summer and a winter co-curricular activity. Apart from Sport, Music, Drama and Debating (only in Year 12) can be classified as full-time co-curricular activities. One summer sport is to be selected from Cricket, Basketball, Tennis, Waterpolo, Swimming, Volleyball, Tae Kwon Do and Fencing. One winter sport is to be selected from Rugby Union, Football (Soccer), Tennis, Volleyball, Cross Country, Tae Kwon Do and Fencing. Athletics are held in Term III between winter and summer sports. It is not compulsory but students are strongly encouraged to participate.

All sporting co-curricular require two training sessions per week as well as Saturday commitments. Cadets, Debating, Chess, Benenson Society, St Vincent de Paul Society, and Tournament of Minds may be selected as an addition to the normal co-curricular commitment. Except for Cadets, a combination of these may constitute a full-time co-curricular.

Students will not be exempted due to work commitments or because they are playing for a club, or in a district competition. Any student physically unable to participate in co-curricular activities may be called upon to assist in co-curricular administration.

7.4.3 Post School Destination of HSC Graduates 2012

There were 152 students who completed the HSC in 2012. Almost all received offers of university places. A number of students have deferred study in 2013 to go on exchange programmes, do a “gap” year, or work and travel. Eight students are doing 6 months or 1 year service in Thailand, and two are spending a service year in Micronesia. A couple of others are also doing service placements in Africa and the Pacific.

8. PASTORAL CARE OF STUDENTS

8.1 Tutor Groups

Tutors conduct twenty-minute Tutor Group meetings each Thursday and every second Tuesday. This is the first and most practical duty of the Tutor. Students in a Tutor Group are vertically arranged in Houses with students ranging from Year 7 to Year 12. The Tutors will form a team with Mrs Margaret Loomes, Head of Student Formation, working closely to ensure that these meetings are efficiently conducted, leaving room for Senior students' initiative and leadership. Mr Christopher Gould, Director of Pastoral Services, oversees the whole tutor programme. A structured programme may be provided at various stages of the year, ensuring learning and participation by all students. The expectation is that both Tutors and students will arrive on time for these meetings, which may include a prayer and time for important notices.

Within the Tutor System, Tutors are the first point of pastoral care of the students. They ensure that each boy is well known by a member of staff throughout his time in the Senior School. Tutors help a boy find God in all the experiences he has, and encourage him to seek that which is noble and to hold on to what is good.

8.2 Junior School Induction and Pastoral Care

All Junior School students participated in Annual Camps/Induction Days as listed below:

Year 3:	2 days Induction activities off campus at Clifton Gardens in Term I
Year 4:	2 days Induction activities off campus at Clifton Gardens in Term I
Year 5:	3 days overnight Induction Camp at the Narrabeen Sports Academy in Term I
Year 6:	Day of Reflection on Leadership in Term I
Year 6:	3 days excursion to Canberra in Term II
Years 3 to 6:	Day of Resilience and anti-bullying workshop in Term I
Years 3 to 6:	Junior School Orientation Day in Term IV

8.3 Student Representative Council Report 2011/2012

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. He is assisted by a second Senior Prefect, the Vice-chair, with special responsibility for Years 7, 8. In 2012 the Chair of the SRC was Declan McCarthy and Vice-Chair Ned Latham. The Head of Student Formation provides staff support.

The SRC meets weekly to discuss issues of interest to students and is responsible for contributing to two major events on the College calendar. The first, St Aloysius' Day, is a celebration held for the students and staff of the College on 21 June. The students, together with the Head of Student Formation, organise activities for the day. The second event is the Annual SRC Dance, held in September. Students from the SRC assist the Head of Student Formation in preparations. Profits from the dance are used to fund various student initiatives throughout the year such as Tutor Group Competitions, Aloys' Day Competitions and also provide funds to support some of the charitable works undertaken by present and past students and the Jesuit Mission. Major fundraising in 2012 enabled donations to East Timor educational programmes.

The SRC is often called upon by other College organisations to provide student feedback on, or active support for, a wide variety of College initiatives and events.

In 2012, the SRC was proud to actively lobby on behalf of students to have Tutor Group meetings return to twice weekly, a change which was trialed in Term IV and continued in 2013.

8.4 Seasons for Growth Programme

In 2012, the *Seasons* Programme was implemented in Term II and concluded in Term III. *Seasons* is a peer support program developed by Centacare Catholic Family Services to support students who have experienced loss in their lives as a consequence of death, separation or divorce. The programme was helpful and benefited the students involved by assisting them to develop strategies to cope with grief and loss. A number of groups were run in the Junior School.

8.5 Drug Education

In 2012 the parents of St Aloysius' were involved with Parent/Son Drug Education Evenings in Year 6 and Year 9. The Year 9 nights comprised of presentations from a paramedic, a specialist Drug Consultant as well as demonstrating our intranet resources on Drug Education. The Year 6 night included a multimedia presentation on anti-cigarette advertising and the creation of a poem based about drugs by parents and their children. Many parents expressed their keenness to share the knowledge learnt with their child after receiving the same input. Our Drug Consultant also works with the programme *Mind Matters*, advocated by the Government to help build up resilience in our students. It overlaps with many issues such as bullying, grief and mental health issues. Understandably drug education plays an important role in it.

8.6 Youth Minister

The Youth Minister has played an integral role in assisting the Director of Pastoral Services. Some of the Youth Minister's important responsibilities are:

- Playing an integral role in the student Retreats and Reflection Days particularly the Kairos Retreats offered to students in Year 12;
- Chaplain to Years 9 and 10 students;
- Conducting interviews with all students from these years;
- Assisting with the organisation of the school and family Masses;
- Providing support to the College Counsellor, including implementing the College's anti-bullying and harassment strategy by speaking to classes, raise awareness concerning the issue, conduct research into the needs of students and the degree to which bullying occurs in the College;

- Accessing young people who are identified by the Year Coordinators, Counsellor and other teaching staff as requiring some additional assistance or support;
- Coordinating the *Aloysian Faith in Service* programme, assisting students to negotiate placements, and debriefing them following completion of their thirty hours of service;
- Organising and attending the Kempsey/Nambucca Heads Immersion Programme with Year 9 students; and
- Assisting in the preparation for the World Youth Day visit.

8.7 Counsellor

In 2012, the College employed a full time Counsellor in the Senior School a 0.2 Counsellor in the Junior School and 0.2 Psychologist respectively.

- The Counsellors plays an important role in pastoral care in dealing with students at risk. The College Counsellor is also present for Chaplaincy meetings and is also an integral part of programmes such as:
- Seasons for Growth;
- Bullying and Harassment;
- Year 10 Retreat; and
- Year 7 Belonging Day.

8.8 Student Management / Welfare / Discipline Policies

The Mission Statement shapes the College's policies. Together with parents, who are considered to be the primary educators, the College aims to prepare students to be young men of contemplation, competence, compassion and conscience, committed to individual excellence and co-operative action in the world for the common good.

At St Aloysius' College, it is believed that all human beings are created equally in the image of God. Through Jesus' words to "do unto others as you would have them do unto you" and to "love your neighbour as yourself", all are called to give witness to these Christian values and, as stated in the College's Mission Statement, "[take] Christ as the model for human life". 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.

The following policies and procedures ensure those outcomes are met:

Policy Statements	Access to full text
On behaviour off campus	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On bullying and harassment	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
For the prevention of drug and substance abuse	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On internet and computer usage	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On required conduct at sporting events	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On student discipline and behaviour	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On theft	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On how the College will respond to “critical incidents” that may occur on or off campus	Full text available online on school intranet

Policies for student discipline and behaviour

The actions and behaviour of all the members of the College community contribute to the creation of a positive, caring and safe school environment for all members of that community – students, staff and families. 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 each person accepts responsibility for self and others.

The College aims to be a community in which behaviour is shaped by Gospel values. 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 accept self-discipline and personal responsibility for their thoughts and actions. One fundamental value underlying all College rules is respect.

The full text of the College’s policy on student discipline is available to all members of the College community through:

- Online Staff Manual;
- College Diary;
- Pamphlet – copy at Reception; and
- Intranet.

8.9 Guidelines for Child Protection

St Aloysius’ College is committed to the security and well-being of its students and is compliant to the 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; 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 Rector of the College, representing the Provincial of the Society of Jesus in Australia.

In the case of the Ombudsman Act 1974 (Part 3A), the “Head of Agency” is the Provincial with the Rector as his representative in any child protection issues which may arise in the College. In the case of the Commission for Children and Young People Act 1998, the Rector has nominated the Catholic Commission for Employment Relations as the Employment Screening Agency for the College.

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

- Background/employment screening of all persons who are in the employ of the College. This includes teaching, administrative staff, and those engaged to tutor and coach students in any extra-curricular programme;
- Completion of the Working With Children Check *Volunteer/Student Declaration* for those involved in any voluntary capacity within the College;
- 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 special 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:

- Online Staff Manual;
- Intranet;
- Internet; and
- On request.

8.10 Policy for Complaints and Resolving Grievances

Complaints are regarded as “formal” when they are received in writing or verbally at an appointment made for the 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 College. 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 “hard copy” file or as an electronic note in Synergy, and in a register kept for the 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 Council, together with details of the response made.

Complaints about the Principal or Rector may be addressed to the Chair of Council. If satisfaction is still found wanting, the complaint may be referred to Fr Provincial’s Delegate for Education.

The full text of the College’s Complaints Guidelines is available to members of the College community through:

- Pamphlets in the Junior School and Senior School Receptions;
- Online Staff Manual;
- Intranet; and
- On request.

9. PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

The parent satisfaction with the College is observed in a number of ways. Before the point of enrolment, parents who visit the College (especially following Open Day) offer a great deal of positive feedback. The number of enrolment applicants (about 520 sit the entrance examination) for 145 places in the intake years, and the Reserve Lists in other years, are indicative of a good 'word of mouth' school. When prospective parents are interviewed and asked why they are seeking a place for their son, it is common to hear from them that they hear such positive reports from existing parents.

Current parent positive satisfaction is always noted at the Rector's and Principal's Dinners for New Parents, evenings to induct the new parents into the religious tradition and ethos of the school, at social and other functions organised by an active Parents and Friends Association, and at Parent-Teacher evenings and other gatherings to discuss the students' progress and development at each Year level.

Staff Satisfaction

Visiting teachers regularly comment on the morale and enthusiasm of our teaching staff. At the end of each year, staff turnover is relatively low by comparison to other schools. The College's workforce profile continued to remain relatively stable. At the end of 2012, only three permanent teaching members of staff left the College. Exit interviews are held with departing staff members. These are usually positive.

Student Satisfaction

By and large, the students themselves indicate they are keen to return to the College at the end of holidays. There is a "sense of belonging" here. One indicator of student satisfaction is to be observed in the large number of students in co-curricular activities before and after school and on weekends. The holiday periods are replete with voluntary sports training camps, cadet camps and bivouacs, interstate and overseas sporting, language and music tours, retreats and immersion programmes.

Data elsewhere in this Report indicates a high retention rate for students. When the reason for a particular student's departure from the College is noted, it is most likely reluctantly because of interstate or overseas family moves due to work.

A number of our academic departments have student feedback built into their review process.

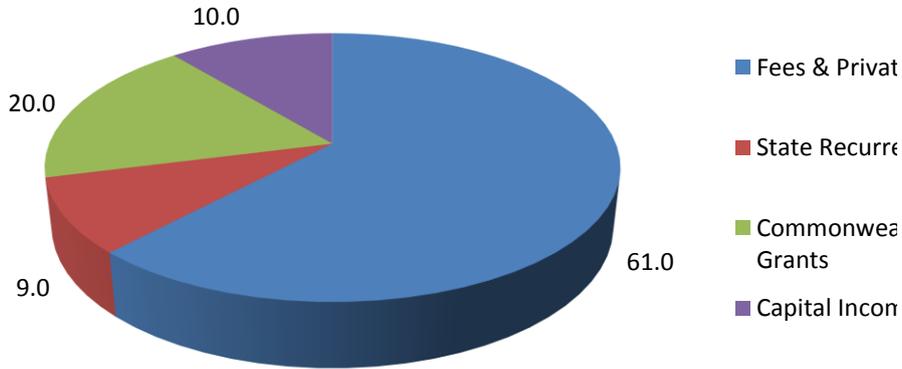
Students are also surveyed regularly on issues such as bullying and their report usually indicates a high morale in the school.

10. FINANCIAL STATEMENT

The following pie charts are a graphical representation and summary of St Aloysius' College's financial information for the year ended 31 December 2012.

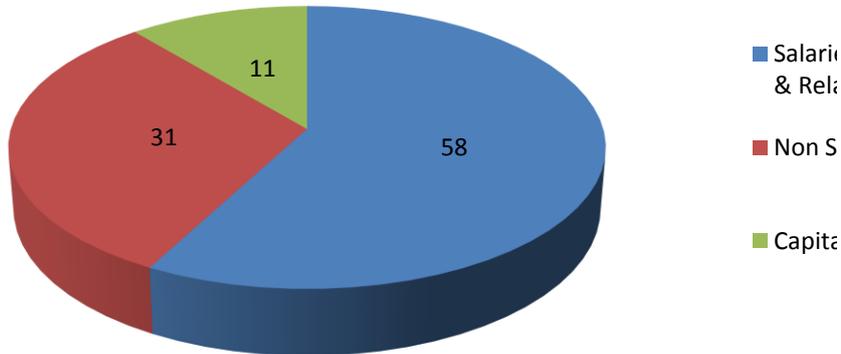
10.1 2012 Recurrent/Capital Income

Source of College Income 2012 %



10.2 2012 Recurrent/Capital Expenditure

College Expenditure 2012 %



11. WEBSITE LINKS

The College website may be found at www.stalloysius.nsw.edu.au. A copy of this Annual School Report is available on the College website.