



St Aloysius' College
Annual School Report
2013

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1 ABOUT THE ANNUAL SCHOOL REPORT

The Annual School Report provides parents, staff and alumni of St Aloysius' College (the College) with an outline of the College's performance in the 2013 school year and outlines some priorities for the current year, 2014.

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

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

2 WHAT WE BELIEVE

College Mission Statement

St Aloysius' College is a Catholic independent day school, for boys from Year 3 to Year 12 conducted by the Australian Jesuits (Society of Jesus). In co-operation with families, St Aloysius' College offers 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.

The College seeks to assist parents in the formation of their sons in the Ignatian educational tradition. The characteristics of Jesuit education are present in the teaching, policies and practices of the College. The College focuses on producing 'men for others' who are balanced and motivated, integrating spiritual development and academic excellence with a rounded social and physical development. The College seeks to form people of competence, conscience and compassion.

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

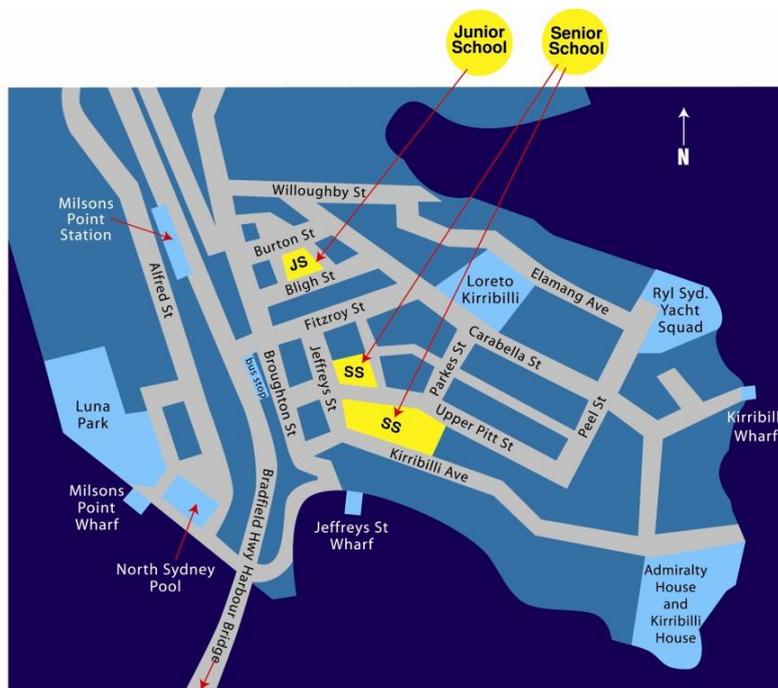
St Aloysius' College is part of a worldwide network of approximately 1000 Jesuit primary and secondary schools and universities. The first school was commenced by Saint Ignatius Loyola, the founder of the Order, in 1548.

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 Milsons Point. 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 Campus was acquired and redeveloped by the College in 1992. The College Oval is at Willoughby, 11km north of Milsons Point.

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.

3.2 Location



3.3 Ownership and Governance

The Jesuit Order is the proprietor of the College and therefore has the legal and leadership responsibility for St Aloysius' College. The direction and policy formation for each Jesuit-owned school has been delegated to the Provincial's Delegate for Education and to the College Council. The Council, developed from within the College Community and its friends, has delegated responsibility for the governance of the College within established Province policies. The Council operates Building and Finance sub-committees which report to the Council. Day-to-day management is given by the Council to the Principal and Rector who report to the Chair of the College Council.

The Principal and the Rector are jointly responsible for the leadership of the College in its day-to-day operations and its strategic direction. The Principal as Head of College is accountable for the management, good order and quality of performance of the College, as well as the educational and pastoral welfare of the students and staff. He is assisted by a Jesuit Rector who is responsible for the spiritual and religious health of the College community and all programmes designed to nourish its development. The Deputy College Principal 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, Deputy College Principal, Head of Junior School, Business Manager, Director and Assistant Director of Curriculum, Deputy Head of Junior School, Director of Pastoral Care and Director of Co-Curriculum. The Principal and the Rector meet

regularly with the College Executive to consult, seek advice and formulate administrative and leadership decisions that ensure the smooth running of the College and its strategic direction.

3.3.1 Annual Report – College Council

The Council considers and implements policies aimed at fulfilling the mission of the College. The Council's charter is to conduct the College as a Jesuit school, being responsible to the Provincial for the control and management of the affairs of the College. The Council has endorsed this Report to Parents and Students.

3.4 Student Population

As at the end of 2013, the student population was 321 students in Years 3 to 6 (Junior School) and 925 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 206 suburbs (which is represented by 132 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 socio-economic diversity within the College community.

3.5 Enrolment Policy

The main intake years are Year 3 (48 students), Year 5 (64) and Year 7 (33). Students are also admitted into other year levels 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. St Aloysius' College is a Catholic school and so the family's faith commitment and service involvement are important.

St Aloysius' College is an academic school and students are required to cope with the particular teaching and learning environment that is offered. The College is therefore partially selective and prospective students sit an entrance examination.

The College seeks to enrol students whose homes have congruent attitudes and values as 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.

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 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 or March 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 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 is required at the time of examination.
- Consideration is given to brothers of students in the College and also to sons of Old Boys but 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 Conditions of Enrolment

Co-Curricular Activities: It is a policy of the College that students participate in the sporting activities offered in all four terms. 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, cadets, debating, chess, and others, in which students are encouraged to take part. These requirements are a result of the importance placed by the College on the formation of the whole person.

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 the schooling offered by the College. The College understands that, with due notice, parents have the right to remove their son from the College at any stage of his enrolment. As part of the agreement between Independent Schools, if an applicant is currently at a different independent school which is a member of the Association of Heads of Independent Schools, 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 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. The College views the first year of enrolment as a year in which both parties can assess how well the College, student and family 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. debt deferral or 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.

The College reserves the right to change the Conditions of Enrolment 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 <i>National Office of Overseas Skills Recognition (AEI-NOOSR)</i> guidelines	109
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	–

In 2013 the average teacher attendance rate was 98.6 per cent. The proportion of teachers retained from the prior reporting year was 98.4 per cent.

Workforce Composition

The staff at St Aloysius' College is made up of teaching and school support and operational staff. The teaching staff 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.

Professional Learning/Development

Course-Based Professional Development Senior School:

In 2013, 88 members of teaching staff undertook some form of course-based professional development. There were a total number of 221 courses taken. These included 109 related to teaching areas, 57 related to leadership training, five related to administration or WHS matters, ten related to pastoral care, seven related to careers and 33 related to faith formation. All teaching staff also undertook annual CPR training. A total of 160 full teacher-days and 47 part days were utilised for these opportunities. An investment outlay of about \$78,000 was expended in course costs, excluding any relief staffing costs. In addition to the development of teaching staff, an additional \$35,000 was spent on professional development of support and operational staff.

3.7 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2011 and who were still at the College in Year 12 in 2013. Between Year 10 (2011) and Year 12 (2013), the Actual Retention Rate was 98.6%. The Apparent Retention Rate is a simple comparison of enrolment between Years 10 and 12. The Apparent Retention Rate between Year 10 (2011) and Year 12 (2013) was 99%.

3.8 Rates of Attendance

No year group experienced any unusual rates of attendance. The most common reason for absence was as a result of illness. All explanations were subsequently substantiated. Taking in absence details, for each student the following rates of attendance in 2013 were:

Year 7:	99.4 %
Year 8:	98.9 %
Year 9:	98.4 %
Year 10:	98.6 %
Year 11:	98.9 %
Year 12:	98.6 %

Rate of attendance for the whole College 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 pastoral, 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 College, ranging from Year Coordinator, Director of Curriculum, Deputy College Principal and Principal. There may also be the need to involve the College Counsellor in ongoing support for the student and family.

3.9 Senior School Outcomes

In 2013 three Year 12 students undertook a TVET course. All Year 12 students attained an HSC and were eligible for an ATAR (with one student commencing Pathways – due to illness).

4 CATHOLIC IDENTITY

4.1 Prayer

Prayer is a part of many activities in the daily life of the students in the College. Each class begins the day by praying together. 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 Star’s, 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.

The Senior School weekly staff meeting begins with a prayer led by staff members. 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 school 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. In the Senior School there are voluntary student masses each term which have large numbers attending. Some parents, staff and students attend the daily 8.05am Eucharist, held in the Senior School, and the weekly 8.05am Eucharist in the Junior School.

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

The Junior School possesses a Parent Liturgy committee which assists with preparation for Junior School Masses and to facilitate the participation of parents in the faith life of their sons.

The Sacrament of Reconciliation occurs in both the Junior and Senior School. For some year groups, it occurs 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.

4.3 Community Service

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

Junior School

We seek to put before our community a message that is authentic to the teachings of Jesus. Students and their families demonstrate generosity; compassion and sense of social justice. Students are encouraged to realise they have a responsibility to make the world a more

equitable place. The *Faith in Service* programmes and the *Arrupe 'Outreach'* programme are embraced by students, staff and families. In 2013 the *Arrupe Outreach* programme supported *Project Compassion, Catholic Mission, Jesuit Mission, Jesuit Refugee Service Australia, St Vincent de Paul Society, Familia Moja Children's Home* in Kenya, *Walk Talk Fly, the Jackson Keleber Cerebral Palsy Fund* and *The Manjeri School Project* in Uganda.

Senior School

The *Aloysian Faith in Service* programme within the College seeks to form 'men for and with others.' 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 2013 included working with the *St Vincent de Paul Society*, participating in the *Philippines Immersion Programme*, leading a Year 12 *Kairos Retreat*, visiting nursing homes, and engaging with *Life for Koori Kids*.

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

St Aloysius' College Charities and Social Justice Activities 2013

The purpose of the charities and social justice activities are 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 our students in the well-being of others moves them to compassion and the education of their hearts.

Students are encouraged to follow the Catholic social teaching to serve those in need and to change the structures that deny people their dignity and rights as children of God. We follow 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 programmes 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*.

St Aloysius' College Charities and Social Justice Activities 2013

Charity / Activities	Term	Junior	Senior
Project Compassion – Distribution of boxes	I	3 - 6	7 - 12
Pancakes for Project Compassion		3 - 6	7 - 12
Guest Speaker from <i>Caritas</i>		3 - 6	7
Writing letters to students at <i>Xavier High School</i> in Micronesia			7
Legacy Day (selling badges)	II		9
National Reconciliation Week Prayers & Paraliturgy	II	3 - 6	7 - 12
Sacred Heart Mass – Poor Man's Mass Students donated over 2000 items for <i>St Canice's Parish</i>	II	3 - 6	7 - 12
<i>St Vincent de Paul</i> Badge Selling	III		10 & SVDP
<i>Mini Vinnies</i>		3 - 6	
Readathon – Raised money for <i>The Jesuit Mission</i> in East Timor & Micronesia	II	3 - 6	
<i>Kickstart Kids International</i> - Kenya	II - IV	3 - 6	
<i>Matthew Talbot Hostel</i>	III	3 - 6	
<i>Walk Talk Fly, the Jackson Keleber Cerebral Palsy Fund</i>	II - III	3 - 6	
<i>Cana Communities</i>	III	3 - 6	
<i>Bethlehem Orphanage</i> , Bustos Philippines – Students donated toys and books	III	3 - 6	
<i>Jesuit Refugee Services</i>	III	3 - 6	
<i>The Manjeri School Project</i> , Uganda	II - IV	3 - 6	
<i>James Milson Village - Nursing Home & Uniting Care Georgian House</i>	II - IV	3 - 6	
House-building programme in the Philippines			SRC
<i>Life for Kids</i>	Christmas	3 - 6	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

Following on from Saint Ignatius' desire for others 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 and reflection day or camp once a year. The Camps are centred on physical activities that help the students to bond with each other. Retreat experiences further the students' 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.

Year 12 students have the option to participate in the *Kairos* Retreats that take place in the holidays at Peter Canisius House, Pymble.

In 2013 the focus for each of the year levels were:

Year	Activity
6	Ignatian Leadership Camp with other Ignatian schools
7	Narrabeen Outdoor Camp focussed on Belonging
8	Activities and Reflection Days focussed on Resilience
9	Colo River and Gerroa Camp based on Team work
10	Service based Retreat
11	Retreat theme Finding God in All Things
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. Just over 120 of 150 students voluntarily undertook the retreat in 2013. *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

In 2013, a full-time Youth Minister was employed to assist in nourishing students' faith life of the College. The Youth minister assists with retreats and counselling of students. There are three lay chaplains and four Jesuit chaplains working part time in the College. They are responsible for preparing liturgies and conducting interviews with the students in each year level. All assist the Year Coordinators at times of critical incidents.

4.5 Involvement of Parents, Old Boys and Others

The Parents and Friends Association draws families closely into the life of the College. It organises social events for each year group and for the College as a whole. It holds regular Forums to raise pertinent issues of interest to parents. Though not principally a fundraising 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* (SACOBUS) maintains links with past students. SACOBUS funds a 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 *Parent Enrichment Programme* is offered each year to educate, challenge and to provide parents with even stronger connections with the College. In 2013 this included forums on substance use and misuse for Years 6 and Year 9 parents and sons. We held a forum for new parents introducing them to Ignatian spirituality and the Jesuit pedagogy. We offered a five-week evening programme on Ignatian spirituality and prayer called *Ignatius Draws us to Jesus*.

Parents are encouraged to become involved in the various co-curricular activities offered by the College. Through the Director of Co-curricular, parents may be recruited to assist particular sports. Parents assist with fund-raising, tour organisation, and carnivals, Cadet Camps, setting up sports grounds and running barbeques at ovals.

5 RELIGIOUS EDUCATION

5.1 Religious Education Programme

Junior School

The Year 3 to 6 Programme is faithful to the College's Catholic tradition and honours what is valued most deeply within the Catholic, 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 a 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, on order to respond to the activity of God in their lives and to celebrate with others the mystery and life of the risen Christ. 116 students of the College sat the Sydney

Archdiocesan Year 6 Religious Education Test: 9 achieved High Distinctions, 33 achieved Distinctions, and a further 58 achieved a Credit.

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 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 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 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 COLLEGE REVIEW AND DEVELOPMENT

6.1 Annual College Priorities 2013

The College targeted the following priorities in 2013 and each was achieved:

- Refurbishment of Music facilities across the Senior School and with this the completion of the Ten Year Master Plan for the College.
- Began the process of implementation of the National Curriculum – in English and Mathematics in the Junior School, and Stage 4 in the Senior School.
- iPads were introduced in Years 7 to 9 and the College continued work on integration of technology and learning and teaching.
- The College appointed a new Principal (Mr Mark Tannock) and a transition process took place during Term I 2014. Mr Tannock commenced as Principal in Term II 2014.

6.2 Projected School Priorities 2014

The College anticipates the following projected priorities for 2014:

- Negotiation and settlement of a new Multi-Enterprise Agreement with both teaching and support staff.
- Review of responsibilities and roles between the Principal and Rector and establishment of new executive leadership structure.
- Review of teaching and learning programmes at the College.
- Review of student wellbeing programmes at the College.

- Development of a 3 to 5 year strategic plan for the College that includes the establishment of a new College Capital Plan.

7 TEACHING AND LEARNING

Preparation for the Australian Curriculum Years 3 to 6

With a view to the introduction of the new English syllabus for the Australian Curriculum in 2014, the College engaged the services of AIS consultant, Ms Sue Bremner. All staff participated in a number of training sessions and rewrote their English programs in readiness for 2014.

Library staff in both the Junior and Senior Schools promoted reading in 2013. In the Junior School the theme for 2013 was “Read Across the Universe”. The associated *Readathon* raised funds for *The Jesuit Mission*. The visit by author, Steven Herrick was a highlight. Many parent volunteers also assisted with the reading programmes in Years 3 and 4.

Cross Campus Co-Operation

There was a trend of co-operation between the Junior and Senior School in 2013. There was collaboration across a number of curriculum areas including Mathematics, English, PDHPE and Geography. In both Mathematics and English, teachers from the Senior School worked with Year 6 students, developing their problem solving and critical literacy and writing skills. In PDHPE, Year 9 students designed a program for Year 3 students, with the aim of teaching the younger students a summer sporting skill. In Geography, the Year 9 Elective class prepared presentations on Antarctica, which took the form of PowerPoints, iMovies, interviews and quizzes. In 2014 this closer co-operation will continue, with Senior School Science and Chemistry teachers, working with Year 6 classes as part of her PhD studies.

Numeracy was also a focus in 2013. Students participated in the *Maths Olympiad*, *ICAS Mathematics Competition* and were regular users of the *Mathletics* online programme. The Mathematics groupings trialled in 2011 and 2012 are now a permanent fixture in Years 5 and 6.

iPad Training and Professional Development

With the introduction of the iPad in 2014 to Year 6, Dr Kristy Goodwin of Macquarie University presented to all Junior School staff on the latest research on pedagogy and the use of the iPad. Mr Paul Harkin and Mr Jeremy Curtin conducted Digital Citizenship Workshops for students from Years 7 to 10 in Term IV. Mr Hegarty and his robotics students built and programmed a robot to complete a predetermined circuit.

7.1 NAPLAN

In 2013 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 14 to 16 May 2013.

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 the College, we will be able to see their academic progress in literacy and numeracy.

7.1.1 Year 3

NAPLAN – Literacy – Year 3

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

Band	Reading	Writing	Spelling	Grammar & Punctuation
6	70.2 (27.9)	54.3 (17.2)	56.5 (25.3)	67.4 (30.7)
5	19.1 (18.7)	37.0 (37.0)	26.1 (24.3)	19.6 (23.7)
4	10.6 (24.6)	4.3 (23.1)	13.0 (22.8)	13.0 (20.7)
3	0.0 (16.3)	0.0 (15.2)	4.3 (17.6)	0.0 (14.2)
2	0.0 (9.7)	2.2 (5.5)	0.0 (5.6)	0.0 (7.5)
1	0.0 (2.8)	2.2 (2.0)	0.0 (4.4)	0.0 (3.2)

NAPLAN – Numeracy – Year 3

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

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
6	67.4 (15.3)	43.5 (12.3)	58.7 (14.0)
5	15.2 (17.3)	39.1 (29.5)	30.4 (24.8)
4	17.4 (31.6)	13.0 (22.2)	10.9 (28.7)
3	0.0 (18.5)	4.3 (23.9)	0.0 (21.5)
2	0.0 (12.2)	0.0 (7.7)	0.0 (8.3)
1	0.0 (5.2)	0.0 (4.4)	0.0 (2.8)

7.1.2 Year 5

NAPLAN – Literacy – Year 5

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

Band	Reading	Writing	Spelling	Grammar & Punctuation
8	54.1 (15.3)	29.9 (7.8)	37.6 (13.2)	54.1 (19.0)
7	29.4 (22.1)	34.6 (15.2)	35.8 (24.7)	32.1 (23.1)
6	12.8 (28.9)	30.8 (29.7)	22.9 (27.3)	10.1 (22.3)
5	3.7 (22.6)	4.7 (32.3)	3.7 (21.1)	3.7 (21.8)
4	0.0 (9.4)	0.0 (8.8)	0.0 (8.1)	0.0 (9.3)
3	0.0 (1.8)	0.0 (6.3)	0.0 (5.5)	0.0 (4.6)

NAPLAN – Numeracy – Year 5

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

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
8	49.5 (15.8)	45.9 (13.8)	49.5 (14.8)
7	31.2 (12.9)	35.8 (19.3)	30.3 (13.0)
6	12.8 (24.8)	12.8 (25.7)	15.6 (26.4)
5	6.4 (24.7)	3.7 (24.0)	4.6 (25.7)
4	0.0 (17.0)	1.8 (10.6)	0.0 (15.1)
3	0.0 (4.7)	0.0 (6.7)	0.0 (5.1)

7.1.3 Year 7

NAPLAN – Literacy – Year 7

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

Band	Reading	Writing	Spelling	Grammar & Punctuation
9	38.7 (11.4)	21.9 (6.0)	42.6 (13.1)	43.9 (15.1)
8	41.3 (20.1)	26.5 (14.8)	37.4 (24.4)	28.4(19.4)
7	15.5 (25.2)	27.7 (22.0)	16.1 (29.9)	18.1 (22.3)
6	4.5 (24.6)	20.6 (27.5)	3.2 (19.0)	9.7 (19.5)
5	0.0 (14.1)	3.2 (21.1)	0.6 (8.3)	0.0 (13.4)
4	0.0 (4.7)	0.0 (8.7)	0.0 (5.4)	0.0 (10.2)

NAPLAN – Numeracy – Year 7

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

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
9	53.9 (14.9)	57.1 (16.8)	53.9(14.6)
8	27.9(13.8)	26.6 (15.4)	29.9 (16.3)
7	14.9 (25.8)	13.6 (22.1)	14.3 (24.8)
6	3.2 (28.9)	1.9 (24.5)	1.9 (25.4)
5	0.0 (13.6)	0.6 (16.9)	0.0 (16.2)
4	0.0 (2.9)	0.0 (4.2)	0.0 (2.8)

7.1.4 Year 9

NAPLAN – Literacy – Year 9

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

Band	Reading	Writing	Spelling	Grammar & Punctuation
10	25.3 (5.9)	27.2 (7.9)	38 (9.8)	34.2 (10.3)
9	50 (18.9)	21.5 (10.7)	22.8 (14.8)	31.6 (12.3)
8	15.8 (26.6)	34.2 (22.8)	30.4 (31.5)	27.2 (22.7)
7	8.2 (26.9)	12 (21.3)	7 (26.8)	5.7 (28.8)
6	0.6 (16.9)	5.1 (19.1)	1.9 (11)	1.3 (14.5)
5	0 (4.8)	0 (18.3)	0 (6.1)	0 (11.4)

NAPLAN – Numeracy – Year 9

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

Band	Number Patterns & Algebra	Measurement, Data, Space & Geometry	Numeracy
10	69.4 (16.3)	65 (15.5)	69.4 (16.6)
9	17.8 (13.6)	17.2 (13.6)	18.5 (13)
8	10.2 (20.4)	14 (19.8)	8.3 (19.8)
7	2.5 (24.4)	3.2 (24.9)	3.2 (22.7)
6	0 (17.4)	0.6 (17.3)	0.6 (20.3)
5	0 (7.9)	0 (8.9)	0 (7.4)

7.1.5 Higher School Certificate

2013 HSC Report

The Class of 2013 has received the strongest set of results since the inception of the new HSC in 2001. The College recorded its highest number of students in both the All Rounders list (20 students) and the Distinguished Achievers list (320 mentions). Thirteen students achieved an ATAR over 99 and the median ATAR for all students was 92.

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

There were a number of highlights for 2013:

- Approximately 60% of students achieved an ATAR rank of 90 or better with the median being 92.
- 320 mentions in the Distinguished Achievers list with 127 students being named.
- 20 Students in All-Rounders Achievers List.
- A continuation of strong results in English and Mathematics. According to the Merit list published in the *Sydney Morning Herald* the College was ranked 13th in English and 19th in Mathematics.
- The percentage of Band 6 (& E4) results achieved from exams sat was 36.41% (320 from 880 exams sat).
- Four mentions in Top Performers in Course.
- There were strong results in all History courses.
- There were excellent results in all of the Creative Arts.
- There were continued strong results in the Sciences, with particularly pleasing results in the Senior Science course.

Below is a comparison of distinguished achievers in 2013 at St Aloysius' College to recent years.

Year	2007	2008	2009	2010	2011	2012	2013
Total students	145	145	142	151	138	150	153
Distinguished Achievers	198	258	236	275	287	273	320

2013 continues a pleasing improvement in the performance of students of all abilities reflecting in stronger mean scores and the continued lack of a 'tail' in student results. In 2013, 86% of results were in the top two bands. This was the College's highest ever proportion.

Band Results for All 2 Unit Courses*

Band	2010	2011	2012	2013
6	223 (28.7%)	236 (32.8%)	221 (28.6%)	276 (35.5%)
5	388 (50%)	330 (46%)	412 (53.3%)	378 (48.6%)
4	141 (18.1%)	116(16.3%)	135 (17.4%)	107 (13.8%)
3	25 (3.2%)	34 (4.7%)	4 (0.005%)	17 (2%)
2	0	2	0	1
1				

(*2013: Total of 778 individual student results in 2 Unit courses, including 1 unit Studies of Religion)

Band Results for All Extension Courses*

Band	2010	2011	2012	2013
4	52 (50%)	51 (53%)	52 (45.6%)	44 (43%)
3	51 (49%)	44 (45.8%)	60 (52.6%)	57 (56%)
2	1	1	2	1
1				

(*2013: Total of 102 individual student results in Extension courses)

All-Rounders:

There were 20 students named in the Premier's All-Rounders List. These students scored 90 or better in ten units.

ATAR calculations:

- 13 students achieved an ATAR above 99.
- 92 students have ATAR's over 90. Thus, 60% of the cohort achieved this rank compared to 16.7% in the state.
- The median ATAR was 92. The state median was 69.20.
- The Dux for 2013 achieved an ATAR of 99.9.

Creative Arts:**Visual Arts:**

Two students have had their major artworks nominated for **ARTEXPRESS 2013**.

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	27	24	3	0
Biology	26	21	5	0
Business Studies	41	28	12	1
Chemistry	29	26	3	0
Drama	15	10	5	0
Economics	30	28	2	0
English (Standard)	35	12	23	0
English (Advanced)	118	111	7	0
Geography	6	6	0	0
Legal Studies	11	9	2	0
General Mathematics	48	39	9	0
Mathematics	92	77	17	0
Modern History	70	66	4	0
Music 1	8	8	0	0
Music 2	4	4	0	0
PDHPE	32	26	6	0
Physics	35	25	10	0
Senior Science	4	4	0	0
SOR 1	36	30	6	0
SOR 2	60	49	11	0
Visual Arts	38	38	0	0
French Continuers	8	7	1	0
Japanese Continuers	3	3	0	0
Latin Continuers	2	2	0	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	14	8	6	0
English Extension 2	3	0	3	0
Mathematics Extension 1	40	19	21	0
Mathematics Extension 2	18	5	12	1
History Extension	20	8	12	0
Music Extension	2	2	0	0
French Extension	2	1	1	0
Latin Extension	2	0	2	0

7.2 Post School Destination of HSC Graduates 2013

Almost all graduates received offers of university places. A number of students have deferred study in 2014 to go on exchange programmes, do a “gap” year, or work and travel, either doing six months or one year service in Thailand, or a service year in Micronesia. Others are also doing service placements in Africa and the Pacific.

7.3 Curriculum Issues

iPads and Digital Units of Work

In 2013 the College iPad use was extended to all students in Years 7 to 12. There was an accompanying significant upgrading of ICT infrastructure, along with professional development of staff.

The Head of E-Learning arranged regular staff training in various apps and in the development of digital teaching resources. Numerous e-texts were created by staff, mostly using the *iBook Author Programme*.

HSC Study Seminars and HSC Hub

For a number of years high achieving past students have been invited back to the College to run study seminars. This was extended in 2013 across a wider range of subjects.

Another initiative was enrolment of all Year 12 students in HSC Hub: an online video based library of HSC curriculum material devised by high achieving past HSC students. The initiative was developed by a group of past students who have offered this service to the College.

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 programme at St Aloysius' College is supported by a strong co-curricular programme to ensure that every student enjoys a holistic education. All students are expected to be 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, fields 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. The Junior School competes in IPSHA. While winter sport at the College is compulsory, exceptions are made for summer sport participation to allow students to honour commitments made by them to local club competition 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 school 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 given the choice to play Cricket in Term I for the College but may be exempted from Saturday sport until Term II.

Music

Students are involved in Concert Bands, String Orchestras, Jazz Ensembles, a Rock Band, the Junior Choir and the highly accomplished Junior School *Zipoli* Choir. As 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 Eisteddfords 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 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 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 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.

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 programmes 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. Students in Year 6 participate in the ICAC Computer Competition. Over the last two years Loreto Kirribilli Junior School has worked with our Junior school to organize G&T programmes 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.

7.4.2 Senior School Co-curricular Programme

Sport

All students from Years 7 to 12 were involved in both summer and winter sports, representing the College in the Combined Associated Schools (CAS) Competition on Saturdays. In summer, our students selected from a range of sports including Basketball, Cricket, Fencing, Swimming, Tennis, Taekwondo, Volleyball and Waterpolo. In winter, students selected from 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, boys attended two training sessions each week. At the end of each season, senior players from Basketball, Cricket, Football, Tennis and Rugby Union were selected in CAS teams to play against other various associations.

In 2013, the College competed in the Australian Jesuit Schools Basketball and Tennis Carnivals which brings together students from all Jesuit Schools in Australia. St Aloysius' College hosted the Basketball Carnival whilst Xavier College Melbourne hosted the Tennis Carnival. In early December, a senior football squad travelled to Europe, including England, Spain and Italy where they played games. An Opens and 16s rugby squad travelled to Rotarua in New Zealand to train at the New Zealand Rugby Academy of Sports. The 1sts Waterpolo team took part in the annual Trans Tasman Tournament in Canberra.

Cadets

Over 200 boys involved themselves in Cadets in 2013. It is a noncompulsory co-curricular. Cadets ventured to Singleton in April for the Annual Cadet Camp and in September for the Annual Cadet Bivouac. 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 Dinner that night.

Debating / Public Speaking

Our debaters were involved in the CAS, ISDA and CSDA Debating competitions. Our 1sts debating team competed in the Australian Jesuit School's Debating Carnival at St Ignatius' College, Riverview. As usual, the College was well represented in a wide range of Public Speaking competitions.

Drama

Drama students were involved in numerous productions throughout the year including "Cosi", "The Meaning of Life and Other Trivial Matters" and "The Book of Everything". The College entered two teams in the annual Theatresports competitions.

Music

The Music Department put on a Gala Concert in the College Hall in Term II with over 250 musicians involved. A Choral Showcase and a Wind and Brass Showcase were both held in the St Aloysius' College Chapel during the year.

8 PASTORAL CARE OF STUDENTS

8.1 Tutor Groups

In a Jesuit school, *cura personalis* underlies all encounters between staff and students. The Tutor is a teacher who becomes one of the principal points of contact in all matters related to the student. Tutors take a personal interest in each student and over time should become a significant adult in their life. Tutors are expected to guide the intellectual, emotional, social, spiritual and moral development of their tutees. The Tutor Group comprises a group of two to three students from each year group (7 to 12) (ie about 12 to 15 students) and one or two Tutors. Students from a particular House participate in the same Tutor Group and siblings generally belong to the same Tutor Group. The vertical system enables students from different year groups to get to know and form solid relationships with each other. Consequently, they are able to draw on each other for support in times of need and to celebrate significant occasions as well. In 2013 Tutor Groups met for 20 minutes every Tuesday and Thursday of term time. Tutors lead discussions on areas of faith and justice, current affairs, and aspects of identity, relationships or personal responsibility. Contributions from all students were encouraged and the leadership of the senior students in the group supported.

8.2 Junior School Induction and Pastoral Care

St Aloysius' College aims to form young men of competence and compassion. All staff members are encouraged to be active in the provision of Pastoral Care to students. The College strives to promote the total development of each student respecting his dignity and individuality. Christian values are witnessed through service, celebration and appropriate relationship.

In Term I of 2013, students from Years 3 to 6 had an opportunity to take part in the *Standing Strong* programme. As part of *The Rock and Water* Programme it applied a physical/social approach to assist the students to increase their self-realisation, self-confidence, self-respect, boundary awareness, self-awareness and intuition.

Leadership opportunities at the Junior School are based on the principle that each student has the potential to be a leader and each is encouraged to use his individual gifts and talents in the service of others.

Year 6 students have opportunities to positively impact on their peers and the College. 27 students from Year 6 were chosen to represent the College at the 2013 Young Leaders Conference that was held at the Entertainment Centre on Monday 25 March, 2013. The Year 6 Leadership Day training programme 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.

All students new to the College are appointed a Year 12 'buddy' who they regularly meet with throughout the year.

8.3 Student Representative Council Report 2012/2013

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, Vice-Chair, with special responsibility for Years 7 and 8.

The SRC meets weekly to discuss issues of interest to students. The SRC is responsible for St Aloysius' Day which is a celebration held for the students and staff of the College on 21 June annually. The students organise activities for the day which should have a focus on both celebration of our school community and an outreach focus to those in need in our world. It also supervises an annual dance in September to raise funds for student initiatives and to support some charitable works undertaken by Jesuit Mission. In 2013 these donations were directed to educational programmes in East Timor.

8.4 Seasons for Growth Programme

Seasons is a peer support programme that supports students 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. In the Junior School the *Seasons* programme took place in Term III and was facilitated by trained staff and parent facilitators. 21 students were involved over an eight week period. In the Senior School the *Seasons* programme took place in Term III and Term IV. Both programmes were highly successful and assisted students involved by helping them to develop strategies to cope with grief and loss. In 2013 we also ran two *Seasons for Growth* for families' programmes. In 2013, Janet Mansour, one of our Parent facilitators ran two *Seasons for Growth* for Parents courses. The programme gave the parents the chance to learn and practice new ways of thinking and responding to the hurt in their son's lives following separation or divorce, or supporting their son after the death of a loved one.

8.5 Companions Programme

The *Companions* Programme, which commenced in 2011, is a school-based mentoring programme which 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 2013 twelve students from both the Junior and Senior campuses were involved. This was achieved through structured and trusting relationships with young Old Boys of the College who are generous with their time and energy.

8.6 Drug Education

In 2013 the parents of St Aloysius' were involved with Parent/Son Drug Education Evenings for Year 6 and Year 9. The Year 9 night comprised presentations from a paramedic and a specialist Drug Consultant. The Year 6 night 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 programme *Mind Matters* to help build resilience among students. It takes up issues such as bullying, grief, anxiety, depression, and substance misuse.

8.7 Student Management / Welfare / Discipline Policies

The College endeavours to work with parents, who are the primary educators of their children. Our aim is to prepare students to be young men of contemplation, competence, compassion and conscience, committed to individual excellence 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", we aspire 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.

The following policies and procedures were reviewed in 2013:

Policy Statements	Access to full text
College Statement on Behaviour off Campus	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement on Bullying and Harassment	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement on Drugs and Substance Abuse	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement On Internet and Computer Usage	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement On Required Conduct at Sporting Events	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement On student Discipline and Behaviour	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement on Theft	Printed in College Diary Full text available online on College intranet Parental acknowledgement signed in February
College Statement On Critical Incident Plan	Full text available online on College 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 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 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 exercise self-discipline and accept personal responsibility for their thoughts and actions. The 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 the Online Staff Manual, the College Diary and on the Intranet.

8.8 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, 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 Principal as his representative in any child protection issues which may arise in the College.

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 programme and mentors who are engaged under the *Companions Programme*;
- 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 Online Staff Manual, then College Intranet, and the College Website.

8.9 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 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 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 Council together with details of the response made.

Complaints about the Principal or Rector may be addressed to the Chair of Council. If a resolution is still found wanting, the complaint may be referred to the Provincial 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, the Online Staff Manual, the College Intranet and on request

9 PARENT, STUDENT AND STAFF SATISFACTION

Parent Satisfaction

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. We have 145 places for intake years. The number of applicants who sit the entrance test was over 520 in 2013. This is 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 them refer to positive reports from existing parents. We have full enrolments in every year level as well as Reserve Lists. Retention rates are very high.

Positive parent satisfaction was noted at the Principal and Rector's dinners for new parents, at social and other functions organised by an active Parents and Friends Association, at Parent-Teacher evenings and other gatherings to discuss the students' progress and development at each year group.

Staff Satisfaction

Visiting teachers regularly comment on the morale and enthusiasm of the teaching staff. Staff turnover is relatively low by comparison to other schools. The College's workforce profile continued to remain relatively stable in 2013 with only three permanent teaching members of staff leaving the College. Exit interviews are held with departing staff members. These are usually positive.

Student Satisfaction

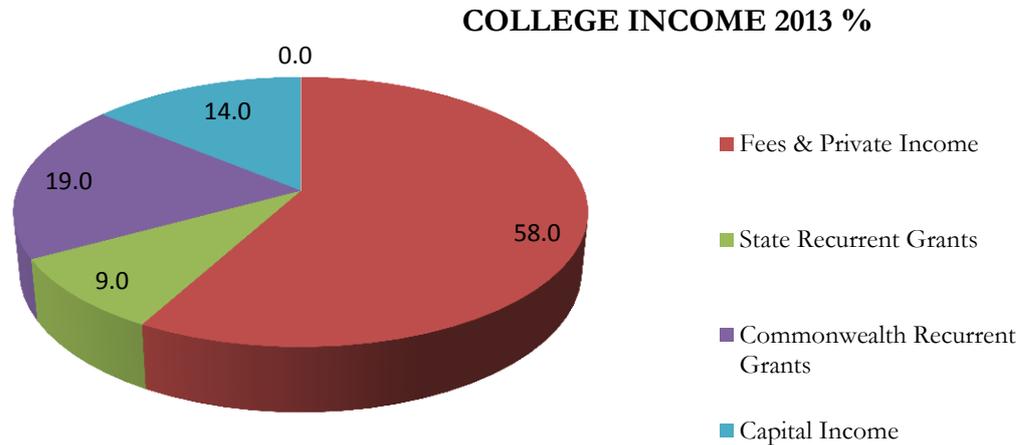
The students indicate they are keen to return to the College at the end of holidays. There is a large number of students enthusiastically involved in co-curricular activities before and after school and on weekends. The holiday periods are replete with voluntary sports training camps, cadet camps and bivouacs, interstate and overseas sporting, language and music tours, retreats and immersion programmes. The retention rate for students is over 98%. When the reason for a particular student's departure from the College is noted, it is most often because of interstate or overseas family moves due to work.

A number of our academic departments in the Senior School have student feedback built into their review process and the reports are positive. Students are also surveyed regularly on issues such as bullying and their report usually indicates a high level of morale in the College.

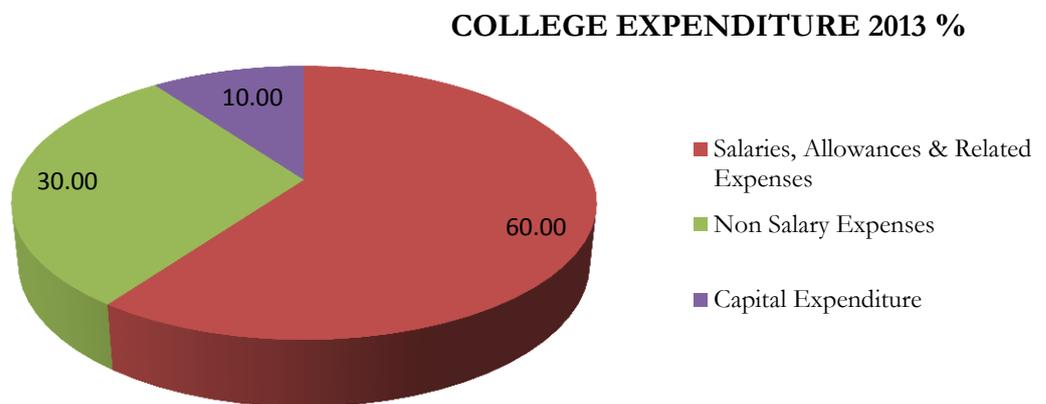
10 FINANCIAL STATEMENT

The following pie charts are a graphical representation and summary of St Aloysius' College's financial information for the year ended 31 December 2013:

10.1 2013 Recurrent/Capital Income



10.2 2013 Recurrent/Capital Expenditure



11 WEBSITE LINKS

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