



St Aloysius' College  
Annual School Report  
2014

<b>1</b>	<b>ABOUT THE ANNUAL SCHOOL REPORT.....</b>	<b>1</b>
<b>2</b>	<b>WHAT WE BELIEVE.....</b>	<b>1</b>
<b>3</b>	<b>WHO WE ARE .....</b>	<b>1</b>
3.1	History of the College .....	1
3.2	Location.....	2
3.3	Ownership and Governance .....	2
3.3.1	Annual Report – College Council.....	3
3.4	Student Population.....	3
3.5	Enrolment Policy .....	3
3.5.1	Conditions of Enrolment.....	4
3.6	Professional Learning and Teacher Standards.....	5
3.7	Retention Rates.....	6
3.8	Senior School Outcomes .....	7
3.9	Granting of Records of Achievement:.....	7
<b>4</b>	<b>CATHOLIC IDENTITY.....</b>	<b>7</b>
4.1	Prayer.....	7
4.2	Liturgies .....	7
4.3	Community Service.....	8
4.4	Faith Experiences.....	10
4.5	Involvement of Parents, Old Boys and Others.....	11
<b>5</b>	<b>RELIGIOUS EDUCATION .....</b>	<b>11</b>
5.1	Religious Education Program .....	11
<b>6</b>	<b>COLLEGE REVIEW AND DEVELOPMENT .....</b>	<b>12</b>
6.1	Annual College Priorities 2014.....	12
6.2	Projected School Priorities 2015.....	12
<b>7</b>	<b>TEACHING AND LEARNING.....</b>	<b>13</b>
7.1	NAPLAN .....	13
7.1.1	Year 3 .....	14
7.1.2	Year 5 .....	15
7.1.3	Year 7 .....	15
7.1.4	Year 9 .....	16
7.1.5	Higher School Certificate.....	17
7.2	Post School Destination of HSC Graduates 2014.....	21
7.3	Curriculum Issues.....	21
7.4	Co-Curricular Activities.....	22

7.4.1	Junior School Co-curricular Program .....	22
7.4.2	Senior School Co-curricular Program .....	23
<b>8</b>	<b>PASTORAL CARE OF STUDENTS .....</b>	<b>24</b>
8.1	Tutor Groups.....	24
8.2	Junior School Induction and Pastoral Care .....	25
8.3	Senior Student Representative Council Report 2013/2014 .....	25
8.4	<i>Seasons for Growth</i> Program .....	25
8.5	Drug Education.....	26
8.6	Student Management / Welfare / Discipline Policies .....	26
8.7	Guidelines for Child Protection.....	27
8.8	Policy for Complaints and Resolving Grievances.....	28
<b>9</b>	<b>PARENT, STUDENT AND STAFF SATISFACTION .....</b>	<b>29</b>
<b>10</b>	<b>FINANCIAL STATEMENT.....</b>	<b>30</b>
10.1	2014 Recurrent/Capital Income .....	30
10.2	2014 Recurrent/Capital Expenditure.....	30
<b>11</b>	<b>WEBSITE LINKS.....</b>	<b>30</b>

## 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 2014 school year and outlines some priorities for the current year, 2015.

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).

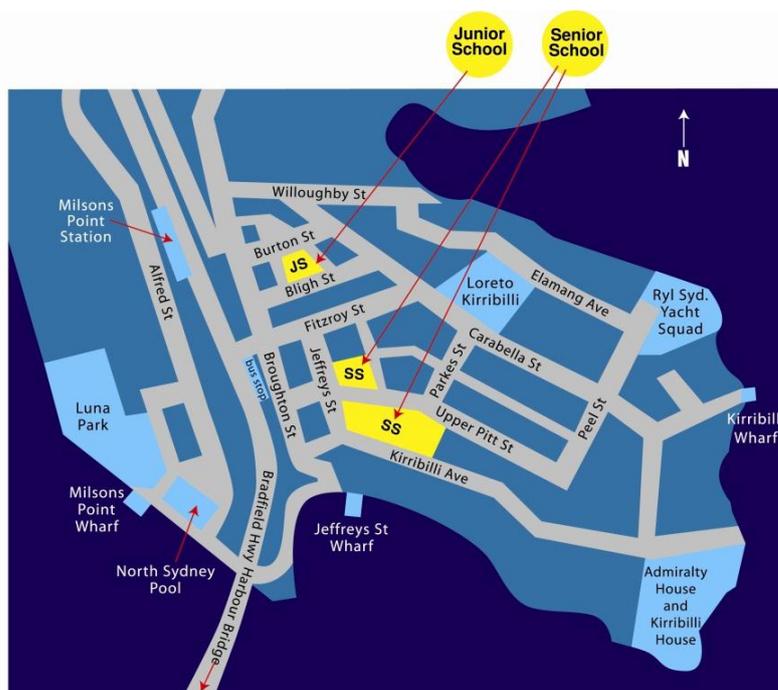
## 3 WHO WE ARE

### 3.1 History of the College

St Aloysius' College is part of a worldwide network of approximately 1000 Jesuit 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 site 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 Society of Jesus is the legal proprietor of 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 two sub-committees (Property & Building and Risk, Finance and Audit) which both 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 School' 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 programs designed to nourish its development. The Head of the Senior School and the Head of Junior School have delegated responsibility from the Principal for the day-to-day running of their respective campuses.

The College Executive is comprised of:

- Principal
- Rector
- Deputy Principal/Head of Senior School
- Head of Junior School
- Director of Finance
- Director Studies
- Director of Curriculum (7-9)
- Deputy Head of Junior School
- Director of Faith & Justice
- Director of Staff
- Director of Development
- 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 2014, the student population was 321 students in Years 3 to 6 (Junior School) and 923 students in Years 7 to 12 (Senior School). The College enrolls students from a broad demographic area. The College currently has students from 202 suburbs with the majority being residents of the North Shore of Sydney. The College endeavours to keep its fees accessible to ensure a broader socio-economic group and has a number of means-tested bursaries to promote socio-economic diversity within the College community.

## **3.5 Enrolment Policy**

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.

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

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

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

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

### **Procedure**

- Application does not guarantee a place. It notifies the College of the family's interest.
- A non-refundable fee is paid on application.
- Applicants for entry to all Years normally sit an entrance examination.
- Applicants for entry into Years 3 and 5 sit an examination in February 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 academic terms. If a particular sport is oversubscribed, a student may be required to participate in sporting activities not chosen by him. If the student 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) 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 of each party.

*Changes Made to Curriculum:* The College reserves the right to amend its academic and other programs at any time and without notice to parents. This may include the discontinuation of particular subjects and other programs.

*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 Principal no less than one term's notice in writing of withdrawal of a student, otherwise a full term's fees shall be charged. Parents who are unable to meet their financial obligations are encouraged to speak to the Principal or Director of Finance in confidence about their circumstances as soon as possible. If parents or guardians find themselves in need due to unforeseen circumstances they should discuss a payment plan (e.g. debt deferral or financial assistance) with the Principal or Director of Finance. 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 Professional Learning and Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the <i>National Office of Overseas Skills Recognition (AEI-NOOSR)</i> guidelines	113
Teachers who have qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

The professional community of St Aloysius' College is composed of teachers with recognised qualifications, appropriate for the age, curriculum stage and faculty context in which they teach. The College also employs both Support and Operational Staff. Teaching and Support Staff conduct their duties on the Senior and Junior campuses of the College.

Full-time Teachers (FTE) 107.8                      Support and Operational Staff (FTE) 49.2

The average attendance rate of teachers in 2014 was 96.9%. The proportion of teachers retained from the previous year was 95.5%.

## 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

The aim of professional learning at St Aloysius' is to provide the best quality teaching and learning experience for students. To that end the expenditure on professional learning for teachers in 2014 was approximately \$72,000 (excluding relief teaching costs) across the Senior (Years 7-12) and Junior (Years 3-6) campuses. Teachers engaged in training and development opportunities on an individual, faculty and College basis. In undertaking Professional Learning opportunities, teachers were able to explore innovative ideas, diverse pedagogy and engage with the latest research in education. Training and development opportunities for teachers ranged from eLearning, subject/syllabus content opportunities to formation, pastoral and compliance matters.

149 full days and 23 part days were utilised for external course-based professional learning, including individual activities related to teaching practice (109), leadership (10), risk management and compliance (13) and formation (9). In addition to individual participation, all teaching staff completed the annual CPR training. In keeping with the identified whole school professional priorities for 2014, ICT integration and Ignatian Formation, all members of the teaching staff were engaged in whole school opportunities for collaborative professional learning which occurred throughout the year on the 7 allocated days for staff development.

Members of the Support and Operational Staff are also included in relevant aspects of whole College Professional Learning and undertake individual training and development. In addition to the expenditure on teacher Professional Learning, the College annual budget for Support and Operational Staff in 2014 was approximately \$25,000.

### 3.7 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2012 and who were still at the College in Year 12 in 2014. Four students who were enrolled in Year 10 2012 left the College prior to Year 12 2014. The reasons for leaving were; health, academic, offered a scholarship at another school and relocation. The Apparent Retention Rate is higher than 100% as the College was able to fill vacancies and offer additional positions in Year 11, 2013. The strong retention rate implied strong student and parent satisfaction with the College.

Years compared	Year 10 2012 Enrolment	Year 12 2014 Enrolment	Apparent Retention Rate	Actual Retention Rate
2012/2014	148	153	103%	97.30%

## 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 2014 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 Studies, Deputy Principal and Principal. There may also be the need to involve the College Counsellor in ongoing support for the student and family.

### **3.8 Senior School Outcomes**

All Year 12 students attained an HSC and were eligible for an ATAR.

### **3.9 Granting of Records of Achievement:**

In 2014 no Records of School Achievement were granted as all students progressed to HSC. We had no students leave the College at end of Year 10 or Year 11.

## **4 CATHOLIC IDENTITY**

### **4.1 Prayer**

Prayer is a part of many activities in the daily life of the students in the College. 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 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 briefing begins with a prayer led by a staff member. Similarly, every Junior School staff meeting begins with a prayer. The whole College staff prays in the College Chapel once per term.

### **4.2 Liturgies**

College liturgies are an important celebration of the 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 Level, 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 Levels, 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 a Jesuit education at St Aloysius' College and the Service Programs manifest this dimension.

#### Junior School

The College seeks to put before our community a message that is authentic to the teachings of Jesus. Students and their families demonstrate generosity, compassion and a sense of social justice. Students are encouraged to realise they have a responsibility to make the world a more equitable place. Both the *Faith in Service* programs in the Senior School and the *Arrupe 'Outreach'* program in the Junior School are embraced by students, staff and families. In 2014 the *Arrupe Outreach* program 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* program 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 2014 included working with the *St Vincent de Paul Society*, participating in the *Philippines Immersion Program*, leading a Year 12 *Kairos Retreat*, visiting nursing homes, and schools where students have disabilities such as *Giant Steps*.

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 2014

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

## St Aloysius' College Charities and Social Justice Activities 2014

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	
<i>Readathon</i> – 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 &amp; Uniting Care Georgian House</i>	II - IV	3 - 6	
House-building program 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

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

Every student from Years 6 to 11 participates in a retreat, activity, reflection day or camp once a year. The Camps are centred on physical activities that help the students to bond with each other. Retreat experiences further the student's relationship with God. Students are encouraged to understand their feelings and aspirations more deeply and to appreciate what it means to live in a community where the purpose is to love and serve others.

In 2014 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 and wellbeing
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 2014. *Kairos* is an experience of Christian community with a series of talks given by peers and adult leaders. Those attending participate in discussions and various exercises. An important aspect of the retreat is that of peer ministry; students who have done the retreat lead many of the activities.

### **Chaplaincy**

The Senior School Chaplains are inspired at all times by the highest Ignatian ideals of leadership, companionship and pastoral care. The Chaplains provide opportunities for students in their care to explore and deepen their relationship with God and others in the College community in the Ignatian tradition of *cura personalis*. The Chaplains achieve this by

being involved in and offering a variety of experiences to the students in the areas of retreats, liturgy, sacramental life and interviews on a one-to-one basis or in groups.

The Youth Minister spends time with students in both a faith-based and pastoral care role. The role of the Youth Minister involves offering interactive student liturgy, attending relevant student retreats, assisting with the Aloysian Faith in Service program and an ongoing interest in the wellbeing of each student.

#### **4.5 Involvement of Parents, Old Boys and Others**

The St Aloysius' College Parents and Friends Association draws families closely into the life of the College. It organises regular social events for each Year Level and for the College as a whole. The P&F holds regular Forums to raise pertinent issues of interest to parents. Though not principally a fundraising body, funds raised from activities and events are donated to the College each year. A number of parents assist in the College's many co-curricular activities through service on support committees, management of sporting teams, refereeing and umpiring of matches and through the organisation and staffing of catering facilities at sporting matches.

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

The Parent Enrichment Program is offered each year to educate, challenge and to provide parents with even stronger connections with the College. In 2014 the Program included forums on substance abuse for Year 6 and Year 9 parents and sons. Each year the College hosts a series of forums for new parents introducing them to Ignatian Spirituality and the Jesuit pedagogy. In addition to the introductory information session, a program on Ignatian spirituality and prayer called Ignatius Draws us to Jesus is conducted once a week over a five-week period for those members of the Aloysian Family who seek a greater understanding of Ignatian Spirituality.

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

## **5 RELIGIOUS EDUCATION**

### **5.1 Religious Education Program**

#### **Junior School**

The Year 3 to 6 Program 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 the major source for the Religious Education curriculum. The curriculum brings together the essential components of knowledge, understanding, appreciation and celebration of the rich tradition. It provides opportunities and skills for students to meet the challenge of living the Catholic faith in today's world. It is an inspiration for ongoing Religious Education and invites students to make sense of spirituality in everyday life. It covers the traditions of the Catholic community, scriptures and stories, 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. In 2014, 111 students sat the Sydney Archdiocesan Year 6 Religious Education Test. 40 students achieved a Credit, 58 received Distinctions and 4 High Distinctions.

### **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 program over the last decade. The College's results in the latter reveal a significant proportion of students in the upper two bands. Two hundred and forty hours are allocated across Stage 6 to SOR with 320 hours spent in Stages 4 and 5. Stage 4 and 5 materials provided by 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.

## **6 COLLEGE REVIEW AND DEVELOPMENT**

### **6.1 Annual College Priorities 2014**

The College targeted the following priorities in 2014 and each was achieved:

- 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;
- Initial development of a 3 to 5 year strategic plan for the College that includes the establishment of a new College Master Plan

The following priorities were not actioned because of the determination that such activities belonged more appropriately within the scope of the Strategic Plan.

- Review of teaching and learning programs at the College;
- Review of student wellbeing programs at the College.

### **6.2 Projected School Priorities 2015**

The College will target the following priorities in 2015:

- Refinement and launch of a new strategic plan for the College covering 2015-2017

- Development and launch of a new 10 year Master Plan for the College’s physical site;
- Revision of the College Council’s constitution to ensure its relevance and consistency with standards of good governance;
- Audit of the College’s child protection processes and policies to ensure their relevance;
- Review and reform of the College’s pastoral care systems in the Senior School in readiness for a change in 2016.

## 7 TEACHING AND LEARNING

### Junior School

#### Implementation of the Australian Curriculum Years 3 to 6

Over the past year the Professional Learning of staff has focused on syllabus familiarisation, planning, program and subject-specific needs in English, Mathematics and Science and Technology. Staff attended conferences and participated in consultations and workshops throughout the year and kept abreast of developments and implementation timelines for the Australian Curriculum.

The College engaged the services of AIS consultants to assist staff to develop school programs. These have been updated and rewritten. To support revised policies, we have re-designed our scope and sequence for each of the Stages. The outcomes for each stage are addressed, achieved and assessed over a two-year period, which allows for different and individual rates of academic growth and development.

With the introduction of iPads this year to Year 6, Mr Jim Hayden, Apple Educator, continued to work with the Junior School staff to assist them with the implementation of the 1 to 1 iPad program. In 2014 we continued the collaboration across a number of curriculum areas with Senior School staff including Mathematics, English and Science. Senior School staff worked with Year 6 students, developing their problem-solving, critical literacy and writing skills.

Students in Years 3-6 took part in the ICAS competitions, administered by the University of New South Wales. These were another benchmark for ascertaining progress and enterprise. Students also participated in Tournaments of the Mind, the Da Vinci Decathlon and *Maths Olympiad*. The students were regular users of the IXL and *Mathletics* online program.

Each year, schools and public libraries across Australia spend a week celebrating books and Australian authors and illustrators. This year was no exception with teachers developing activities, offering competitions and telling stories related to the theme, ‘Connected to Reading’. The associated Readathon raised funds for The Jesuit Mission. Many parent volunteers also assisted with the reading programs in Years 3 and 4.

#### 7.1 NAPLAN

In 2014 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

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	79.2 (29.7)	22.9 (11.5)	60.4 (26.3)	66.7 (32.5)
5	16.7 (19.6)	68.8 (36.3)	25.0 (24.5)	27.1 (22.0)
4	4.2 (22.9)	4.2 (22.5)	14.6 (22.8)	6.3 (20.7)
3	0 (14.3)	0 (19.3)	0 (11.7)	0 (14.0)
2	0 (8.5)	0 (7.0)	0 (11.2)	0 (7.0)
1	0 (4.9)	0 (3.3)	0 (3.4)	0 (3.8)

#### 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	70.8 (17.2)	60.4 (17.3)	72.9 (17.7)
5	16.7 (19.3)	27.1 (26.0)	23.5 (24.7)
4	6.3 (25.4)	4.2 (19.6)	6.3 (23.5)
3	6.3 (22.4)	8.3 (24.8)	4.2 (19.7)
2	0 (11.7)	0 (8.9)	0 (11.1)
1	0 (4.1)	0 (3.3)	0 (3.2)

### 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	71.4 (16.9)	38.4 (5.6)	44.6 (14.7)	73.2 (22.7)
7	17.9 (18.3)	31.3 (12.0)	42.9 (28.1)	18.8 (21.8)
6	8.0 (25.7)	23.2 (28.3)	11.6 (25.6)	5.4 (21.5)
5	2.7 (21.3)	7.1 (36.7)	0.9 (18.3)	2.7(17.4)
4	0 (4.4)	0 (9.7)	0 (8.1)	0 (10.8)
3	0 (5.4)	0 (7.8)	0 (5.2)	0 (5.7)

#### 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	64.3 (17.5)	46.4 (10.5)	57.1 (13.8)
7	25.9 (13.7)	25.9 (13.0)	28.6 (14.7)
6	9.8 (26.1)	23.2 (29.4)	13.4 (29.8)
5	0.0 (17.8)	3.6 (27.3)	0.9(22..9)
4	0.0 (18.5)	0.9 (15.0)	0.0 (13.8)
3	0.0 (6.5)	0.0 (4.8)	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	56.3 (12.9)	17.2 (4.9)	52.3 (14.7)	49.0 (14.9)
8	24.5 (18.5)	28.5 (13.9)	31.8 (23.4)	34.4 (18.7)
7	14.6 (27.2)	25.8 (21.1)	11.3 (26.3)	11.9 (27.3)
6	4.6 (25.1)	23.8 (28.5)	4.0 (18.9)	4.0 (17.5)
5	0.0 (12.8)	4.0 (23.0)	0.7 (11.2)	0.7 (15.4)
4	0.0 (3.5)	0.7 (8.6)	0.0 (5.4)	0.0 (6.2)

### NAPLAN – Numeracy – Year 7

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

<b>Band</b>	<b>Number, Patterns &amp; Algebra</b>	<b>Measurement, Data, Space &amp; Geometry</b>	<b>Overall Numeracy</b>
9	66.9 (17.4)	64.2 (14.8)	62.9 (14.8)
8	19.2 (17.1)	19.9 (16.6)	22.5 (16.6)
7	10.6 (21.4)	12.6 (27.6)	11.9 (24.5)
6	3.3 (24.4)	3.3 (25.4)	2.6 (26.2)
5	0.0 (16.2)	0.0 (13.6)	0.0 (15.0)
4	0.0 (3.5)	0.0 (2.0)	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.

<b>Band</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar &amp; Punctuation</b>
10	22.1 (7.9)	23.9 (6.5)	27.1 (12.2)	57.4 (7.5)
9	50.6 (19.3)	25.8 (9.7)	27.1 (14.3)	31.6 (16.7)
8	20.1 (26.4)	29.0 (22.7)	34.8 (28.5)	9.0 (19.9)
7	5.8 (23.3)	13.5 (21.6)	9.7 (25.9)	1.9 (26.2)
6	1.3 (15.6)	7.1 (20.2)	1.3 (11.5)	0.0 (19.1)
5	0.0 (7.5)	0.6 (19.3)	0.0 (7.6)	0.0 (10.5)

### NAPLAN – Numeracy – Year 9

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

<b>Band</b>	<b>Number Patterns &amp; Algebra</b>	<b>Measurement, Data, Space &amp; Geometry</b>	<b>Numeracy</b>
10	64.5 (17.6)	52.9 (13.2)	64.5 (14.1)
9	20.6 (12.3)	27.1 (13.8)	20.6 (15.1)
8	12.9 (22.9)	18.1 (25.3)	12.9 (24.6)
7	1.9 (25.2)	1.9 (26.0)	1.9 (26.0)
6	0.0 (17.0)	4.2 (17.6)	0.0 (17.2)
5	0.0 (5.0)	0.0 (4.2)	0.0 (2.9)

## 7.1.5 Higher School Certificate

### 2014 HSC Report

The Class of 2014 achieved the following in the HSC:

- About 60 % of students achieved an ATAR rank of 90 or better with the median being 92. 12 students out of a cohort of 152 achieved an ATAR above 99.
- Dux for 2014, Callum Ryan achieved a maximum ATAR rank of 99.95
- 303 in Distinguished Achievers list with 109 students being named. While this is slightly less than 2013, ATAR results seem very similar to last year.
- 16 Students in All-Rounders Achievers List
- 9 mentions in Top Performers in Course.
- A continuation of strong results in English. According to the Merit List published in *Sydney Morning Herald*, the College was ranked 7<sup>th</sup> in English.
- The percentage of Band 6 (& E4) results achieved from exams sat is 34.3%. (303 from 883 exams sat).
- There were very strong results in all History courses. The numbers studying either Modern, Ancient or Extension History is impressive.
- Mathematics, Drama, Senior Science & Economics also performed very creditably

### Merit Lists

The following table compares published results from the HSC Merit List between 2009 and 2014. It indicates that results have been quite consistent across the past 6 years. The Class of 2014 has worked consistently to achieve these results.

Year	All Rounders	Top Achievers	Distinguished Achievers
2014	16	9	303
2013	20	4	320
2012	11	4	273
2011	17	5	287
2010	13	10	275
2009	12	6	236

### Results in Bands:

The following table reflects strong results across the top bands with fewer students outside the top 2 bands.

### Results in Bands:

The following table reflects strong results across the top bands with fewer students outside the top 2 bands.

**Band Results for All 2 Unit Courses\***

Band	2011	2012	2013	2014
6	236 (32.8%)	221 (28.6%)	276 (35.5%)	244 (32.1%)
5	330 (46%)	412 (53.3%)	378 (48.6%)	394 (51.8%)
4	116(16.3%)	135 (17.4%)	107 (13.8%)	105 (13.8%)
3	34 (4.7%)	4 (0.005%)	17 (2%)	13 (1.7%)
2	2	0	1	4
1				

(2014: Total of 760 individual student results in 2 Unit courses, including 1 unit Studies of Religion)

**Band Results for All Extension Courses\***

Band	2011	2012	2013	2014
4	51 (53%)	52 (45.6%)	44 (43%)	59 (48%)
3	44 (45.8%)	60 (52.6%)	57 (56%)	64 (52%)
2	1	2	1	0
1				

(2014: Total of 123 individual student results in Extension courses)

***All-Rounders:***

There were 16 students named in the Premier's All-rounders list. These students scored 90 or better in 10 units. They were:

Lachlan Brimson  
 Daniel Collins  
 James Dainton  
 Edward Farley  
 James Holloway  
 Timothy Hughes  
 Benjamin Kyriazis  
 Tobias Lewis  
 Benjamin Nissen  
 Matthew O'Brien  
 Sebastian Perry  
 Hugh Riisfeldt  
 Callum Ryan  
 James Sindone  
 Konrad Stilin  
 Damien Vickovich

***Top Achievers in Course: 9 students were named in Top Achievers List. Of some note all were either in English or History***

**English Standard**

Matthew Janssen 10<sup>th</sup> in state

Thomas Lewis 3<sup>rd</sup> in state

Joshua Maas 9<sup>th</sup> in state

**English Advanced**

Lorenzo Benitez 6<sup>th</sup> in state

Benjamin Kyriazis 14<sup>th</sup> in state

Callum Ryan 18<sup>th</sup> in state

**Ancient History**

Benjamin Kyriazis 14<sup>th</sup> in state

**Modern History**

Damien Vickovich 8<sup>th</sup> in state

**Extension History**

Damien Vickovich 9<sup>th</sup> in state

***ATAR calculations:***

- 12 students achieved ATAR above 99, with 52 students scoring between 95 and 99.
- 91 boys appear to have ATAR's over 90. Thus about 60% of the cohort achieved this rank compared to 16.5% in the state.
- The median ATAR was 92, very similar to 2013. The state median was 68.95, down from 69.2 last year.
- The Dux for 2014 is Callum Ryan who achieved a maximum ATAR of 99.95
- The following students achieved an ATAR above 99:  
Callum Ryan, Damien Vickovich, Benjamin Kyriazis, James Dainton, Daniel Collins, James Sindone, Timothy Hughes, James Holloway, Edward Farley, George Stylianakis, Tobias Lewis, Hugh Riisfeldt

***Creative Arts:***

The Class of 2014 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:**

4 students have had their major artworks nominated for ARTEXPRESS 2014. They were:

- Charles Hill – *Give and Take*
- William Noonan - *Invictus*
- Hugh O'Donnell – *The good man has no shame*
- William Wade – *Core of my Heart. My Country*

**Music:**

The Class of 2014 had two students (Liam Ebbs and Henry Wright) who were nominated to present at ENCORE, a selection of performance and compositions to be held in the Opera House in March 2015

**Drama:**

There were three nominations for *Onstage* in 2014 (the best of HSC Drama) with two individual performances (Thomas Mendes and Patrick Sunderland) and one group (*Offstage* - Thomas Mendes, James Agius and Austen Hunt).

Subject Results:

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

Of particular note are the strong results in all English, History and Mathematics courses.

Subject	No. of students	Band 6	Band 5	Band 4	Band 3
Ancient History	23	11	6	6	
Biology	31	2	16	3	
Business Studies	31	2	21	6	2
Chemistry	45	7	32	6	
Drama	11	7	4		
Economics	34	10	20	4	
English (Standard)	19	3	4	7	4
English (Advanced)	133	69	57	7	
Geography	18	7	10		1
Legal Studies	10	1	5	3	1
General Mathematics	50	6	29	12	2
Mathematics	89	42	38	7	1
Modern History	59	22	27	9	1
Music 1	3	2	1		
Music 2	6	2	4		
PDHPE	31	5	21	4	1
Physics	39	9	22	7	1
Senior Science	6	4	1	1	
SOR 1	27	6	15	6	
SOR 2	52	13	35	4	
Visual Arts	26	9	16	1	
French Continuers	12	4	6	2	
Japanese Continuers	4	0	4		
Latin	1	1			

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	24	18	6	
English Extension 2	4	1	3	
Mathematics Extension 1	47	18	29	
Mathematics Extension 2	15	5	10	
History Extension	26	13	13	
Music Extension	2	2		
French Extension	3	2	1	
Japanese Extension	2	0	2	

## 7.2 Post School Destination of HSC Graduates 2014

151 out of 152 students from the HSC Class of 2014 were offered university places through UAC. A significant number (approximately 30), have undertaken some kind of gap year. Some are doing exchanges with Rotary, and others are working in schools in the UK. Pleasingly, an increasing number are undertaking Service Years in Thailand or Micronesia, mainly through The Cardoner Project, organized by Fr David Braithwaite SJ.

## 7.3 Curriculum Issues

*Canvas* Learning Management System (LMS):

In 2014 significant work was done in assisting teachers familiarize with the *Canvas* LMS. While a significant proportion of teachers began posting course work on *Canvas*, work also commenced on creating Notification Courses in *Canvas*. This will allow in future for continuous online reporting to parents and also present a more seamless method of communicating assessment information and other communications to parents and students.

Planning for the new Strategic Plan:

As part of the consultation for the new Strategic Plan, extensive consultation was done in the domain of Teachers, Teaching and Learning. A number of workshops were undertaken, as well as online submission of feedback. Significant areas identified were:

- Use of iPads and effective eLearning;
- Role of learning support and adequate resourcing;
- Structure of school day;
- Careers Counselling; and
- Classroom lay out.

All these areas will be further pursued in the 2015-2017 Strategic Plan *Quo Vadimus?*

## **Learning outside the classroom**

Throughout 2014 teachers and students benefited from learning both inside and outside the classroom. The introduction of Australian Curriculum in Years 7 and 9 in English, Mathematics, Science and History allowed departments to refine and rewrite teaching programs, with a view to producing innovative and challenging learning experiences for students. The incorporation of the 'General Capabilities' into all teaching programs was a focus. In addition staff attended professional development sessions to assist with implementation.

Outside of the classroom, students were involved in a number of educational programs. Year 7 students participated in a Japanese incursion and a workshop conducted by *Engineers without Borders*. All Year 8 students attended a Medieval Showcase and a gifted and talented group of students attended the Sydney University *iScience* competition. In addition students in Years 7-9 participated in the *Mathematics Challenge for Young Australians*, the *Australian Geography Competition* and the *Classical Languages Teachers' Latin Camp*. Literacy continued to be a focus, with the Library hosting two author visits by Hugh O'Brien and Gerard Bauer. The Gerard Manley Hopkins Reading Challenge continued to prove popular with students.

## **Study Skills**

Throughout 2014, the emphasis was on students 'learning how to learn'. Students in Years 7, 8 and 9 attended Study Skills Sessions and focused on developing their organisation, study skills and examination techniques. Each week in the College Newsletter, these same skills were reinforced. In addition, parents of Year 7 students attended study skills sessions with their sons, emphasizing the importance of collaboration between the College and home.

## **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 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 Program**

#### **Sport**

Students in Years 3, 4, 5 and 6 are expected to participate in both summer and winter team sports that are played throughout the year on Saturday mornings. The Junior School competes in the Saturday sporting program organized by 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 offered the option of playing Cricket or trial for any available spots in the combined Year 3 & 4 Basketball team in Term I.

### **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 program 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 program. The College has an active program of camps, recital evenings and participation in Eisteddfods and all students are encouraged to be fully involved in the program.

### **Debating**

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

Years 4, 5 and 6 students can also participate in the Aloysian Social Debating 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 Program**

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 Harbourside G&T Network. 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. Students in Year 6 participate in the ICAC Computer Competition. Over the last two years Loreto Kirribilli Junior School has worked with the Junior School to organize G&T programs in the areas of Art, Poetry and Music in which students from both schools have come together for a number of workshops during the year.

## **7.4.2 Senior School Co-curricular Program**

### **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, 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 2014, the College competed in the Australian Jesuit Schools Cricket and Football Carnivals which brings together students from all Jesuit Schools in Australia. An Opens and 16s rugby squad travelled to New Zealand to train and play at the Rugby Academy of Sports in Rotorua. The 1sts Waterpolo team took part in the annual Trans Tasman Tournament in Auckland.

### **Cadets**

Over 300 boys involved themselves in Cadets in 2014. It is a non-compulsory co-curricular program. Cadets ventured to Singleton in April for the annual Cadet Camp and in September for the annual Cadet Bivouac. 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. The College farewelled 33 Year 12 boys who had been involved in Cadets since Year 7.

### **Debating / Public Speaking**

Senior School debaters were involved in the CAS, ISDA and FED Debating competitions. The 1sts debating team competed in the Australian Jesuit Schools' Debating Carnival at Xavier College, Melbourne. The College was also well represented in a wide range of Public Speaking competitions.

### **Drama**

Drama students were involved in numerous productions throughout the year including *Masculinity* which was produced and directed by Year 11 students. The College entered two teams in the annual Theatresports competitions, both of which made it through to the State Finals.

### **Music**

The Music Department put on a production of *Joseph and the Amazing Technicolor Dreamcoat*. A Wind, Brass and Percussion Showcase and String Showcase were both held in the St Aloysius' College Boys' Chapel during the year. In December, 65 music students, accompanied by a number of staff, travelled to the United States, performing and sight-seeing in such places as Los Angeles, Washington, New York and Chicago.

## **8 PASTORAL CARE OF STUDENTS**

### **8.1 Tutor Groups**

In a Jesuit school, *cura personalis* underlies all encounters between staff and students. In the Senior School, 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 2014 Tutor Groups met for 20 minutes every Tuesday and Thursday. Tutors led 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. Students are able to demonstrate leadership and develop a strong relationship with the adult mentor who leads them.

## **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 2014, students from Years 3 to 6 had an opportunity to take part in the *Standing Strong* program. As part of *The Rock and Water* Program 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 2014 Young Leaders Conference that was held at the Entertainment Centre. The Year 6 Leadership Day training program aims to develop students into strong and resilient young people who are inspired to use the leadership opportunity they have been given to make a positive difference.

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

## **8.3 Senior Student Representative Council Report 2013/2014**

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

The SRC meets weekly to discuss issues of interest to students. Among other issues, the SRC is responsible for St Aloysius' Day which is a celebration held for the students and staff of the College on or near 21 June annually. The students organise activities for the day which should have a focus on both 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 2014 these donations were directed to educational programs in East Timor.

## **8.4 *Seasons for Growth* Program**

*Seasons* is a peer support program 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* program 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* program took place in Term III and Term IV. Both programs were highly successful and assisted students involved by helping them to develop strategies to cope with grief and loss. In 2014 we also ran two *Seasons for Growth* for families' programs. *Companions* Program

The *Companions* Program, which commenced in 2011, is a school-based mentoring program 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 2014 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. The program usually takes place over two years with constant contact between the mentor, mentee and Director of the program.

## 8.5 Drug Education

In 2014, 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 program *Mind Matters* to help build resilience among students. It takes up issues such as bullying, grief, anxiety, depression, and substance misuse.

## 8.6 Student Management / Welfare / Discipline Policies

The College 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. In the Senior School, all matters of student welfare are generally referred to Year Coordinators in the first instance and investigated accordingly.

The following policies and procedures were reviewed in 2014:

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 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.

### **8.7 Guidelines for Child Protection**

St Aloysius’ College is committed to the security and well-being of its students and is compliant with New South Wales Child Protection legislation which consists of the following Acts:

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

In the case of the *Children and Young Persons (Care and Protection) Act 1998*, the legitimate authority is the Principal of the College, 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 program and mentors who are engaged under the *Companions Program*;
- Incorporating key elements of child protection behaviours for students within the school curriculum;
- Appropriate professional development of staff in child protection matters, particularly those behaviours which are and which are not reportable.

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

The full text of the College’s Child Protection Guidelines and Child Protection Professional Standards are available to members of the College community through the Online Staff Manual, then College Intranet, and the College Website.

## **8.8 Policy for Complaints and Resolving Grievances**

Complaints are regarded as formal when they are received in writing or verbally at an appointment made for that purpose with a member of staff. Anonymous complaints are not responded to unless they concern matters related to the Child Protection legislation or as considered necessary by the Principal. The nature of the complaint and the action taken are recorded by the staff member receiving them, unless the complaint is of such a nature that it needs to be referred to someone more senior. The complaint, action taken and communication of the outcome to the complainant are filed, either in the student’s personal file or as an electronic note in the College database and in a register kept for that purpose.

If a complainant is not satisfied with the outcome, they may refer the matter to a more senior relevant member of staff and ultimately to the Principal and Rector – according to their area of responsibility. Formal complaints referred to the Principal or Rector are reported to the College 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. The College has places for 145 new students annually. The number of applicants who sit the entrance test was over 520 in 2014. 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. The College enjoys 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 Level.
- In 2014, the College undertook several surveys of its parent body regarding their involvement with the College and their satisfaction with its operations. These included a survey on the College's weekly newsletter, the *Gonzagan*, as well as a substantial survey on the College's strategic direction. This survey contributed significantly to the College's new Strategic Plan *Quo Vadimus?*

### 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 2014 with approximately 7 permanent teaching and support staff leaving the College. Exit interviews are held with departing staff members. These are usually positive. In 2014, the College undertook a substantial survey on the College's strategic direction and engaged its staff centrally in this process. This survey contributed significantly to the College's new Strategic Plan *Quo Vadimus?*

### 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 programs. 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.

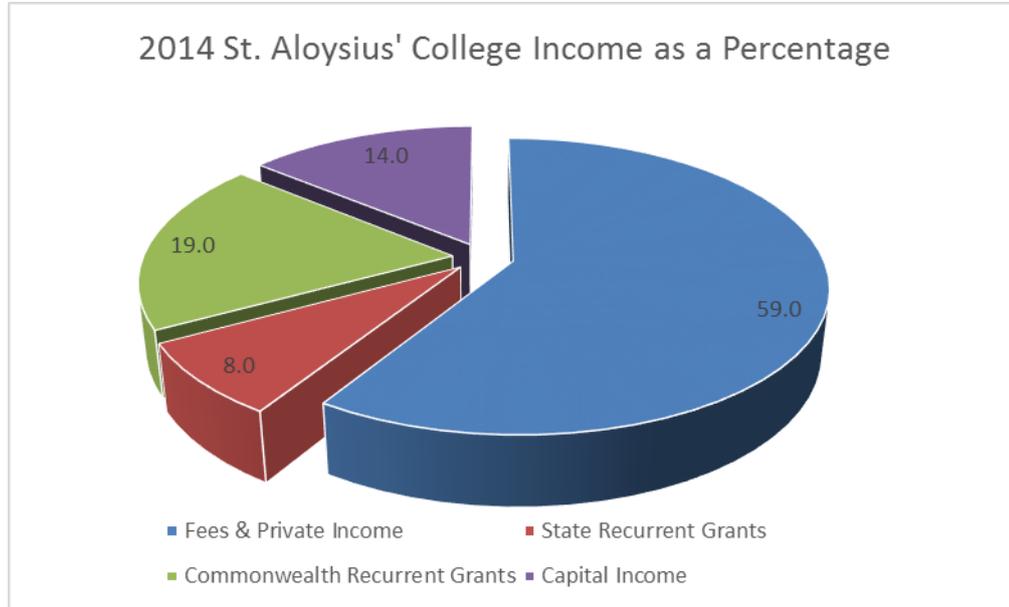
A number of our academic departments in the Senior School have student feedback built into their review process and the reports are positive. Students are also surveyed regularly on issues such as bullying and their report usually indicates a high level of morale in the College.

In 2014, the College undertook a substantial survey on the College's strategic direction and engaged its students centrally in this process. This survey contributed significantly to the College's new Strategic Plan *Quo Vadimus?*

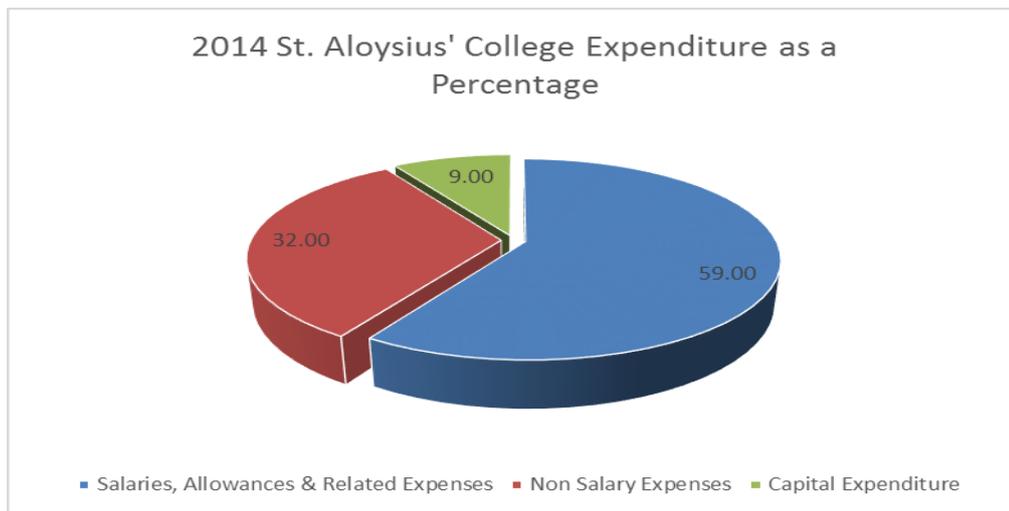
## 10 FINANCIAL STATEMENT

The following pie charts are a graphical representation and summary of St Aloysius' College's financial information for the year ended 31 December 2014:

### 10.1 2014 Recurrent/Capital Income



### 10.2 2014 Recurrent/Capital Expenditure



## 11 WEBSITE LINKS

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