

2015 ANNUAL REPORT TO COMMUNITY



a) School Information

St Aloysius College is a Reception to Year 12 Catholic girls College located in the heart of the City of Adelaide and is administered by the Sisters of Mercy via Mercy Education Limited. The College was established in 1880. A Montessori Early Learning Centre was opened at the start of 2009 and is located within our grounds.

Our school has a long tradition of excellence in both academic and creative pursuits. Our students have high success rates with 98%-100% of students the usual completion rate for SACE each year and 95%+ students go on to study at university. Whilst very academically successful, our students develop holistically with a strong emphasis on a growing sense of social justice and self belief and confidence - values developed in a spirit of care and cooperation. Our excellent facilities include the iconic Year 12 Centre, the award winning Redden Centre, which includes two full size state level courts and large, aesthetic classrooms. LED screens are installed in classrooms, we have an enviable 1:1 laptop program and technology is appropriately incorporated throughout the curriculum.

The students at the College enjoy a rich, diverse range of cultures, socio-economic and geographical backgrounds. The CBD location means students have easy access to the city's vast educational resources and we make extensive, appropriate use of our wonderful central location.

Major highlights of the year

2015 saw continued very strong interest in St Aloysius College from potential students and their families. Our Social Justice program flourished and groups such as the Justice And Mercy (JAM) group and its subsidiaries GreenJAM and GreenHouse continued to attract many students in their call to action.

b) Student Attendance

St Aloysius College is proud of its students, parents and staff in regard to the importance placed on attendance at school. For 2015 our students averaged over 93% attendance rate for the entire year. Non-attendance is almost always due to ill health.

Year level	Attendance rate (%)
Reception	95.2
1	93.5
2	93.8
3	93.6
4	92.7
5	94.0
6	93.0
7	92.1
8	92.2
9	91.7
10	93.4
11	93.1
12	92.2

A description of how non-attendance is managed by the school

Student attendance is taken in the morning admin lesson and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence. If by 9:00 am we have not heard from a parent, the College will contact a parent either by mobile phone (sms or call), home number, work number, etc

until we are able to establish the reason for the student's absence. A follow-up note from a parent in the student's school diary the next day is also required. Each lesson the subject teacher marks their roll for that class and compares it with the student absentee list for the day to identify any student who may be at school but not at their lesson. The roll is also taken in afternoon admin lesson. Patterns of absence or lateness are monitored weekly by each Year Level Coordinator and either dealt with by them or brought to the attention of a Deputy Principal for more serious concerns regarding absenteeism. Parents, along with teachers, play an important role in ensuring students are in attendance each lesson of each school day.

c) Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program - Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Years 3, 5, 7 and 9. The chart below displays the average NAPLAN scores for each domain in 2015.

	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	461	450	447	464	416
Year 5	536	520	520	534	495
Year 7	559	542	569	563	540
Year 9	617	602	620	608	609

Almost all scores, in all year levels and all categories, are above the corresponding Australian national average. We believe that the NAPLAN results are best used with individual students than as a comparison between schools. They are simply a snapshot of some students' performances on a single school day once every 2 years.

These are very good achievements and our school community is very proud, particularly as we have an open enrolment policy which does not give any priority to highly academic students, and also in light of St Aloysius College having a number of students for whom English is a second language.

Our teachers have used the data from the literacy and numeracy testing in conjunction with other data on student performance to design learning programs.

d) Senior Secondary Student Outcomes

The Year 12 Class of 2015 showed that by supporting each other and team work, more can be achieved together than individually. Our Year 12 students performed very well throughout the year in a variety of areas, including leadership, support for social justice projects, peer support, sport and music. They also performed outstandingly well academically.

Some highlights from the Year 12 students of 2014:

- **Over forty two percent (42%+) of SAC students** receiving an Australian Tertiary Admissions Rank (ATAR) were in the top 20% of all Australian students
- **Eleven (11) Merit Certificates** awarded to St Aloysius College students. These will be presented to students in a ceremony at Government House.
- **Almost eighty percent (80%) of all grades** achieved by our students were A or B grades.
- Dux of the school was **Maryam Kahn with an ATAR of 99.65.**
- **Almost one hundred percent** of students achieved their South Australian Certificate of Education (SACE).

- **Over ninety eight percent (98%)** of our Year 12 students applied to study at a South Australian university. A small number of students applied to study at TAFE.
- Just over 93% of those who applied for university received a first round offer, 100% of those who applied for TAFE received an offer
- 72% of those receiving a university offer got their first preference and 92% received their first or second preference

(i) Percentage of Year 12 students undertaking vocational training or training in a trade

No Year 12 students undertook vocational training or training in a trade. All St Aloysius College Year 12 students undertook SACE studies.

(ii) Percentage of Year 12 students attaining a Year 12 certificate or equivalent vocational education and training qualification

Over ninety eight percent (98%+) of Year 12 students hoping to complete their SACE (South Australian Certificate of Education) did achieve it. Another fantastic year and well deserved results for the hard working students and teachers, well supported by parents and families.

e) Teacher Standards and Qualifications

In our school we are fortunate to have a number of teachers with two or more qualifications in education.

19% have completed their Masters degrees, 29% hold Post Graduate degrees, 86% hold Bachelor degrees, 26% hold Diplomas and 24% hold Graduate Certificates in Catholic Education. In addition, most staff are currently completing a range of tertiary qualifications and other studies to keep at the forefront of educational issues.

f) Workforce Composition

The St Aloysius College regular staff is comprised of approximately 88% female and 12% male. There were no self-identified indigenous staff members in 2014. All staff members are subjected to a national police check every 3 years. All appointments of staff are made on the basis of merit.

Number of teaching staff: 101
 Number of FTE teachers: 88.1
 Number of non-teaching staff: 35
 Number of FTE non-teaching staff: 27.1

Experience of teachers

Age range	% of teachers
21-30	19.2
31-40	24.0
41-50	19.2
51-60	28.8
61-70	8.7

g) Student, Parent and Staff Satisfaction

Each year we survey our students, parents and staff in regard to our College.

The 2015 school community survey covered a range of topics:

How often do you read the school Newsletter?

Group	Every fortnight	Occasionally	Never	Not stated	Total
Parent	92	59	10	3	164
Staff: non-teacher	4	1	1		6
Staff: teacher	21	6	1		28
Student	66	64	52	2	184
Total	183	130	64	5	382

How satisfied are you with the pastoral care and student welfare program at SAC?

Group	Very satisfied	Satisfied	Some improvement needed	Very unhappy	Not stated	Total
Parent	54	80	24	1	5	164
Staff: non-teacher		6				6
Staff: teacher	10	14	3	1		28
Student	39	114	22	3	6	184
Total	103	214	49	5	11	382

How well is bullying and harassment dealt with at SAC?

Group	Excellent	Very well	Well	Satisfactorily	Could be better	Poorly	Not stated	Total
Parent	10	44	34	23	16	1	36	164
Staff: non-teacher		5		1				6
Staff: teacher	1	12	7	2	4	1	1	28
Student	16	53	50	28	30	6	1	184
Total	27	114	91	54	50	8	38	382

Year 4 to 6 only: this year each student has their own Surface Pro. How would you rate the experience of having your own device?

Group	Excellent	Very good	Good	Disappointing	Not stated	Total
Parent Year 4	10	4	2	1		17
Parent Year 5	9	1	5			15
Parent Year 6	5	4		3	1	13
Student Year 4	6		2			8
Student Year 5	10	1	2			13
Student Year 6	9	7	2			18
Total	49	17	13	4	1	84

Overall satisfaction with SAC

Group	Excellent	Very high	High	Medium	Low	Not stated	Total
Parent	67	49	28	17		3	164
Staff: non-teacher	1	3	1			1	6
Staff: teacher	4	16	6	2			28
Student	54	68	36	18	5	3	184
Total	126	136	71	37	5	7	382

h) Finance - Income broken down by funding source (2014)

Australian Government recurrent funding	\$ 7,699,089
State/Territory Government recurrent funding	\$ 2,681,555
Fees, charges and parent contributions	\$ 7,521,891
Other private sources	\$ 1,168,148
Total gross income	\$19,070,683
Less deductions	\$585,756
Total net recurrent income	\$ 18,484,927



School Improvement 2015

Self-assessment process

During 2015, the school engaged in a self-assessment process involving both staff and students to develop a School Improvement Plan, using a format built on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA). It became clear that a broader consultation which included parent voice would be valuable if we were to fully embrace the aspirations of the whole community for the future of the College. Harnessing the expertise of a consultant, we are working towards a more detailed plan in 2016 that will lay the foundations for future directions.

2015 School Improvement Plan

Some of the goals identified in our planning to be addressed in the year ahead are:

Catholic Identity

Continuing to promote staff retreats and review our induction process to immerse new and continuing staff in our Mercy values.

A review of the Religious Education curriculum, with particular focus on Years 8 and 9. In particular, we are seeking to make connections between gospel values and our commitment to social justice and Mercy in action at SAC.

Leadership, Vision and Goals

Each teacher has an annual interview with the Principal, which involves discussion of professional learning and a community of practice focus area. These conversations are reflective in nature, and provide insights into questions of practice within our learning community.

In addition, we intend to trial two different approaches to student feedback for classroom teachers. We are hopeful that the trials of these quite different systems will enable us to select a model that meets the needs of our staff.

In 2016 we will implement a new appraisal process for staff in Positions of Responsibility (POR). We recognise the importance of authentic feedback in informing the work of our leaders. POR Staff worked with the Leadership Team, considering the AITSL Standards and the Performance and Development Framework, to structure a process that would be both meaningful and manageable.

High Quality Education

With larger year levels moving through to Years 10 to 12, we have expanded our subject offerings to ensure that we have provided pathways for all students. In addition, we have maintained our focus on student achievement and attendance data, so that every student receives the support they need to achieve their best.

Developments in SACE and ACARA will require significant changes to learning and assessment plans in Maths and English, with other Learning Areas to follow. Continuity with our middle years programs will be a priority for staff in these areas.

Relationships and Community

A parent survey, with a particular focus on affordability and quality of our school uniform, as well as some feedback on pastoral care offerings, was well received. Opportunities for general feedback on parental perceptions of strengths and challenges were also provided online.

A student forum for Years 6 to 12 student representatives saw some rich conversations take place around what we need to hold on to at St Aloysius College, as well as what we could do differently. Students are keen for the SRC to take a more active role within the school.

Effective Administration and Resourcing

Exploring alternative outdoor play options for our primary students, including a nature play space and additional sports equipment for use in the yard. We have also introduced a range of lunchtime activities to engage students of different ages in activities such as dance, yoga and photography. Affordability remains an important consideration for a school with such a diverse population. We need to be seen as a viable option for poor families in order to maintain our diversity. These challenges have been considered at Leadership, Finance Committee and Advisory Council level.

Progress towards achievement of 2014 goals

In 2015, Saint Aloysius College hosted the Australasian Mercy Secondary Schools Association Conference. This gave the whole staff an opportunity to reflect on our core mission as a Mercy school, and to identify new ways we could explore being Mercy in our world. With excellent keynote speakers and a range of inspiring workshops, both the preparation for and participation in the Conference strengthened our commitment to educating in Mercy at SAC.

Staff in positions of responsibility worked together in 2015 on developing a values framework that describes the unique qualities of leadership in a Mercy context. This document provides a point for regular reflection on how well we are bringing to life our Mercy mission at the College.

SAC students returned to Pipalyatjara, a school in the APY Lands, and we welcomed some of their students in return. The cultural understanding that emerges as part of this exchange is valuable to both the individual students and the whole community.

In 2015, we expanded the Years 7 to 12 Laptop Program to include Years 4 to 6 students. The opportunity for anywhere anytime access to technology has enlivened pedagogy in the middle primary years.

The Languages program was enhanced by two Study Tours, one to China, the other to Italy. As well as being excellent cultural experiences, this travel strengthened the language learning of our senior students and encouraged them to pursue their language through to Year 12.