STRIVE BELIEVE ACHIEVE

St Aloysius Catholic College



ANNUAL REPORT 2025

ST ALOYSIUS CATHOLIC COLLEGE
ANNUAL COMMUNITY REPORT 2025

College details

Address:	PO Box 353, Kingston, 7051 Junior Campus: Kinder-Year 4 123 Roslyn Avenue, Kingston Beach, 7050 Middle/Senior Campus: Year 5-9 12 Nautilus Grove, Huntingfield, 7055 Senior Campus: Year 9-12 50 Huntingfield Avenue, Huntingfield
Telephone:	Junior Campus: 03 6229 0200 Middle & Senior Campus: 03 6229 0100
Email:	sacc@catholic.tas.edu.au
Website:	https://www.staloysius.tas.edu.au/
Principal:	Paul Reidy

strivebelieveachieve

OUR VISION AND MISSION STATEMENTS

The Strategic Plan informs and guides, by identifying key priorities, goals, and strategies for the College in the future. The foundations of which are informed by the Archbishop's Charter for Catholic Schools, Catholic Education Tasmania's Strategic Vision and Priorities and feedback from our school community. The current Strategic Plan guides the work of the College from 2022 to 2025.

The following is our Vision and Mission Statements:

College Vision

We **nurture hope-filled life long learners**.

We strive for **excellence**.

We **connect** through **community**, bringing to all **compassion and service, empowered by the Gospel.**

College Mission

At St Aloysius Catholic College we provide a **faith environment** of **care** that **cultivates educational excellence.**

College Motto

Our motto STRIVE, BELIEVE, ACHIEVE gives us strength in our endeavours to fulfil our vision and mission.

College Profile

St Aloysius Catholic College is a co-educational Catholic school situated in the Kingston Municipality in Southern Tasmania.

The College was founded in 1960 by the Sisters of Charity as St Aloysius Primary School, catering for students from Kindergarten to Year 6 until 2009. The Sisters of Charity conducted the school until 2001.

In 2009 St Aloysius Primary School's educational capacity began expanding to cater for Years 7-10, then becoming St Aloysius Catholic College. The College continues to expand in pace with the demands of the growing region. Year 11 classes commenced in 2023, with Year 12 classes commencing in 2024 at the new facility in Huntingfield.

The College currently spans across three campuses, all of which are situated in the Kingborough Municipality. The Kindergarten to Year 4 students are located at the Junior Campus in Kingston Beach. The Years 5-8 students are located at Middle Campus in Huntingfield. The Years 9-12 students are housed in our new facilities, which opened in 2024, also in Huntingfield, on a separate site.

Our College motto, *Strive, Believe, Achieve*, is embedded in our mission of providing a Christ-centred community, a role model of Christian behaviour, attitudes and values and a high quality, balanced education. Our Mission and Vision statements aim to encourage the development of self-confidence, critical thinking, self-discipline, responsibility and a healthy mind and body.

We aim to foster a school spirit which reflects loyalty, respect, love, forgiveness and reconciliation. As a learning community, we promote lifelong learning for our staff and students. We provide a student-centred curriculum, based on the mandated Religious Education Curriculum, *Good News for Living*, the Australian Curriculum and the Early Years Learning Framework. These aim to equip our students with the knowledge, skills and dispositions to live and work successfully in the 21st century.

Governance

The Archbishop exercises both canonical and civil oversight of the operations of Catholic Schools in Tasmania. The ultimate civil authority for the conduct of the St Aloysius Catholic College rests with the Roman Catholic Church Trust Corporation (Church Trust Corporation), acting with delegated authority from the Archbishop.

The College, being a Shared Funded School, is managed by Catholic Education Tasmania, with policy and oversight provided by the Tasmanian Catholic Education Commission.

Catholic Education Tasmania | Student Focused Christ Centred Learning for Life

Principal's Report



As we continue to walk in the footsteps of the Sisters of Charity, it is important that we keep the mission of Catholic education in the forefront of our thinking. Catholic education is a formation of the whole person, intellectually, physically, morally, and spiritually. That is, with parents and parishes, Catholic schooling seeks to fulfil this mission by providing an environment in which students are enabled to:

- encounter God in Christ and deepen their relationship with him
- pursue wisdom and truth, encouraged by a supportive academic culture
- grow in the practice of virtue, responsible freedom and serving the common good.

Although we aim to assist in developing independent young adults, we are stronger in community and recognising the interdependences that we have is an important piece in being able to focus on the greater good, a kind heart and an open hand, rather than our own individual wishes. Our connections with families and the parish are integral to our ability to thrive.

I am deeply appreciative of the invaluable input and strong sense of connection fostered through our Parents and Friends Association. The Parents and Friends have hosted a range of events that not only raised important funds but also strengthened our community spirit. Their dedication, creativity, and energy are a tremendous asset to our College.

Father Mike Delaney has been a steadfast presence at our College masses, liturgies, and events throughout the year, strengthening the vibrant connection we share with the Kingston-Channel Parish. Father Mike provides a wise sounding board for me as principal, which is greatly appreciated. Our commitment to supporting the Church's mission is greatly enriched and made easier through this strong relationship and ongoing support.

Junior Campus staff are committed to evolving their practice by integrating the Early Learning Years Framework (ELYF) to inform a Science of Learning approach. This ensures evidence-based instruction is developmentally appropriate. We have seen significant growth in programs such as Bond Blocks for foundational numeracy and Language Lift for literacy support. This alignment ensures that our early learning initiatives are both engaging and grounded in strong research.

The spirit of St Aloysius Catholic College is strengthened through our deep connection with Mary Aikenhead Ministries, maintained via regular pilgrimage visits that remind us of our purpose and values. We have enhanced our liturgical life with whole-college celebrations such as Gratitude Day and Feastival Days. These events are emblematic of our students' continual engagement with the parish and wider outreach initiatives. Furthermore, our educators are demonstrating leadership by participating in Catholic Education Tasmania working parties, committing to improving curriculum delivery across the college.

The transition to secondary school for students outside the College and for our own Year 6 students was a focus in 2025. This intentional response to a need exemplifies how we will approach our work across the College. The Year 7 Ready program was developed to induct students into the College in a way that will set them up for success.

The Year 9 Ignite program is an example of the College aiming beyond the curriculum and developing the whole person. This is addressed in all year groups but the bespoke program that the College has developed for Year 9 was a highlight for students.

The first College ski trip was held in 2025. Students and staff experienced the thrills of skiing and snowboarding on the beautiful South Island of New Zealand. We have also selected our first group of students to attend an immersion program in the Solomon Islands in 2026. The College has made a strong connection with Sr Veronica from Visale, which we hope to grow into the future.

Our first Year 12 formal was held and was a night where graduates, their families and staff celebrated the completion of their journey through St Aloysius Catholic College. These fine young graduates are proof that we are moving in the right direction.

In an ever changing world, we continue to face challenges, and we do this together and to the best of our ability. I would like to thank our College staff, who support the College's mission and our students with dedication, passion, and care. We are blessed to have them.

God Bless and Be the Good.

Paul Reidy, Principal St Aloysius Catholic College

Parents & Friends President's Report

As we reflect on another successful year, I am pleased to share the many achievements and activities the St Aloysius Parents and Friends Association have been involved in throughout 2025.
Our meetings continue to be well attended, gathering twice a term to plan activities, receive leadership updates, and provide valuable feedback on behalf of our college community.

Mother's and Father's Day stalls were once again a highlight of the year. Students had the opportunity to select something special for the mother and father figures and grandparents in their lives. The best is witnessing the excitement and thoughtfulness of students as they 'shop' for their gifts.

Our annual Trivia Night brought together over 80 participants for a Christmas in July evening. Thanks to quiz master and our generous community's prize donations, we raised over $3,000 for the college.

Grade 4 Disco, a special event celebrating the Year 4 students' transition to the Middle Campus. The silent disco and BBQ is always a hit, and we love seeing the students letting loose and enjoying their special evening.

The P&F hosted the BBQ stall at the inaugural Colour Run and Fair, and throughout the year ran our popular Easter raffle and provided icy poles for the college feast day.

This year, the P&F was thrilled to support a major project at the college. After years of issues with ground conditions on the middle campus ovals, we provided funding of $50,000 towards the fencing of both ovals. This fencing ensures that students and visiting sports teams can now play on and enjoy the grounds safely, saves college staff countless hours of cleaning up after our native animal population, and will no doubt prevent many balls from going down the bank.

The association also provided funds towards two new memorial benches, one on the Junior Campus and a second on the Senior Campus. These benches provide a place to sit and remember treasured friends of the College.

We were also delighted to attend the Explorers Playground official opening and blessing. We were delighted to provide a contribution from the P&F towards this important project, which will bring joy to our students for years to come.

The P&F's success reflects the strong community spirit at St Aloysius. I am grateful to work alongside such committed parents and college staff and look forward to continuing this important work. New members are always welcome to join our meetings.

Olivia Johnson, President - Parents & Friends Association

Faith, Culture, Identity, Mission & Outreach

This year in Religious Education, students have continued to develop a deeper appreciation of the Catholic faith and how it shapes the choices we make each day. Students in the younger years focus on learning through experience. Throughout the year, students learned about Jesus, the Bible, and how God loves us in many different ways.

Students experience Bible stories and information about the Church and Sacraments through Godly Play sessions. During Godly play time, students listen to stories told by their teachers and see them acted out using physical resources. Students listen to stories such as *The Good Shepherd*, *The Good Samaritan* and the *Christmas Story,* to name a few.

Through thought-provoking lessons and reflection, older students have explored what it means to live with compassion, show kindness, and act for the good of others. Our RE programs encourage students to think critically, grow in empathy, and develop as caring, faith-filled individuals.

Guided by our College motto—Strive, Believe, Achieve—we remain committed to nurturing the whole person: spiritually, intellectually, culturally, physically, and emotionally. In Religious Education, students are supported to recognise their gifts, grow in confidence, and use their talents to make a positive difference in the lives of others.

Throughout the year, students engage in dynamic and meaningful units such as Australian Catholic Identity, Ethics, and Comparative Religions. These studies help them explore how faith connects to the world around them and deepen their understanding of diverse beliefs and values. Together, we continue to inspire hope filled learners who are grounded in compassion, guided by faith, and motivated to serve their community with purpose and love.

Our students, staff and families have shown a generous commitment to supporting others. Alongside our major fundraising and awareness raising campaigns for St Vincent de Paul Society, Catholic Mission, and the Archbishop's Samaritan Fund, we are proud to have supported Kingborough Helping Hands, the Cure Brain Cancer Foundation, Speak Up Stay ChatTy and many other important causes. A new initiative was the container deposit recycling program, its inaugural year in Tasmania. We saved 1256 containers from landfill and donated the funds to charity. A double win.

Students further lived out their faith through caring for creation, restoring the Sisters of Charity Memorial Garden alongside assistance from parishioners. It was then adorned with Doves of Peace as part of Caritas' Catholic Earthcare Program for the Season of Creation.

Mrs Polly Marriott, Director: Mission

Student Leadership

Being a Student Leader at St Aloysius holds profound significance, blending academic excellence with spiritual growth and moral leadership. Being a leader at the College goes beyond administrative duties; it becomes a commitment to embodying and promoting the core values of our College: to strive, to believe and to achieve.

Our 2025 leaders have faced challenges with grace, made decisions guided by moral principles, created fantastic community initiatives and been beacons of hope, positivity and service for fellow students. They have made a meaningful impact within the school community, fostering a legacy that reflects the teachings and values upheld by our College.

Parting words from our graduating College Captains:

Writing this, it is hard to believe our time as students is ending. For years, this time felt distant, something we imagined far ahead, but now that it is here, it is a reminder of how quickly time moves and how much we have grown without even realising it.

Before we look ahead, I want to take a moment to acknowledge those who will carry this school forward, the younger years, the Year 10s, and the Year 6s, especially those who are each closing their own chapter.

To the younger years:
You might think you have endless time, but these years will fly faster than you can imagine. Every day, every friendship, every challenge, they are shaping you. That friendship group that is falling apart in Year 7, it is not the end of the world, you will grow and move on to better things. The people who are meant to stay in your life will find their way back, and you will find your people too. It takes time, but trust that everything happens for a reason.

Be kind to one another. Be brave enough to care, even when it is not the popular thing to do. Respect others, because respect, the kind that is earned and not demanded, will take you further in life than anything else ever could.

And I write all of this not as someone who has it all worked out, but as an 18-year-old girl who is still figuring things out, too. What I have learned is that even when things do not go to plan, they still lead you somewhere important. Everything, the changes, the challenges, the people who come and go, happens for a reason.

To the Year 10s:
You are at the crossroads now. Some of you will stay, some of you will move on, but all of you are standing at the edge of something new. You do not need to have all the answers, none of us do. What matters is that you strive to do your best, believe in yourself when things get hard, and achieve not just results, but purpose.

Take risks. Be open to change. You will surprise yourself with what you can do when you stop doubting what is possible.

To the Year 6s:
You are finishing primary school, the first real ending of your life so far. That is a big deal. You are about to step into a world that is bigger, busier, and full of opportunity. Be curious. Be kind. Be willing to try everything, even the things that scare you a little, because it is in those moments of uncertainty that you discover who you are.

And to every student at the College, whether you are beginning, halfway through, or nearly done, remember that everything happens for a reason. The detours, the challenges, the moments that do not make sense right now, one day they will.

Keep showing up. Keep learning. Keep being someone who makes others feel seen.
Because when you do, you will realise that Strive, Believe, Achieve is not just a motto, it is a way of becoming someone you are proud to be.

To the Year 12s:
As year twelves, we stand at a turning point in our lives – the closing of one chapter as we move through to a newfound adulthood. Over the years, we've grown not just in knowledge, but in personality and character. We've learnt resilience through struggles and challenges, developed strength in friendships, and discovered independence through responsibility. Every small moment, from studying and stressing to partying and gathering, has shaped who we are today.

This final year has been more than just exams and assignments, it's been a journey that we've taken together. We've grown from being students who looked up to seniors to now the ones who lead, inspire and role model. This growth is something to be proud of, showing that we aren't just ready to move forward, but we are capable of making an impact in the world beyond school.

As we leave St Aloysius, we begin a new chapter in our lives. For some, it may be university to feed a thirst for higher education, for others, it may be stepping forward into the workforce or living out a life travelling and chasing new adventures. Whatever it may be, we carry with us the lessons learnt and the memories we've made. This isn't just the end of school, it's the beginning of our futures, a future where we continue to grow and learn, developing skills and reaching our aspirations and goals.

To all the teachers and support staff
I'd like to express gratitude on behalf of all the students for your support throughout the year. Your ability to not only teach but to guide and nurture students and your continued support have created a wonderful environment for growth, development, and learning. Not only have you been a constant presence in our lives, but you've looked after us, planned memorable camps and activities for us to cherish, been able to listen and provide help when it's needed most, and be a welcoming presence as soon as we walk through the doors.

Your presence has not only created a safe environment, but it's also given students a reason to turn up and speak when they need help. It's created a welcoming space for anyone who seeks it out and for that, thank you. Thank you for showing up on days you probably wanted to stay at home, for dealing with us in class, for being passionate about the subjects you teach. We can all notice how much you do and how much effort you put in.

Finally,
I want to thank our parents and families. You have been our constant guides — encouraging us when we doubted ourselves, celebrating our achievements, and reminding us of our worth when the journey felt overwhelming. From the early mornings and late nights, to the countless sacrifices made behind the scenes, you have carried us through with love and some amount of patience. Thank you.

Violet Millington & Angelica Graham
College Captains - 2025

College Staff, Workforce Composition & Teacher Standards

The College employed a staff of 177 employees in 2025. This number consisted of 105 teaching staff and 72 support staff.

Our workforce is of a diverse composition consisting of staff from various ethnicities and countries of origin including, Asia, Africa, North America and European origins. Two our staff identifying as being of Aboriginal and Torres Strait Islander heritage

All teachers at St Aloysius Catholic College are registered to teach in accordance with the requirements of the Teachers Registration Board Tasmania.

In 2024, the College had 51 teachers holding full registration.

Provisionally registered teachers are supported through Catholic Education Tasmania's Early Career Teacher Program and are given the opportunity and support to progress to full registration.

A breakdown of the number of teaching staff listed by the highest level of qualification currently achieved can be found below:

- Doctorate: 1
- Masters: 31
- Graduate/Post graduate Diploma or Certificate: 15
- Bachelor's Degree: 87
- Diploma/Advanced Diploma: 6

College Profile

2025

School facts

School sector	Non-government
School type	Combined
Year range	Prep-12
Location	Inner Regional

School staff

Teaching staff	98
Full-time equivalent teaching staff	84.7
Non-teaching staff	71
Full-time equivalent non-teaching staff	50.6

School links

School website

St Aloysius Catholic College

Sector, system or association website

Catholic Education Tasmania

School sub-campuses

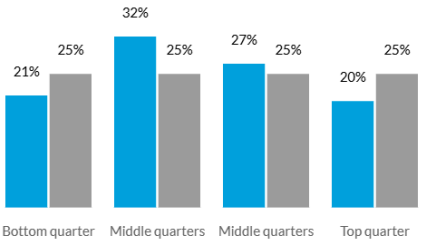
St Aloysius Catholic College - Kingston Beach Campus

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1018
Average ICSEA value	1000
School ICSEA percentile	55

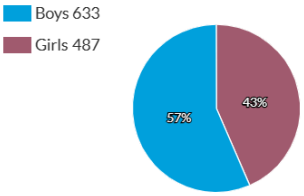
Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

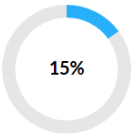
Students

Total enrolments: 1120

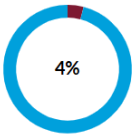


Full-time equivalent enrolments: 1119.5

Indigenous students



Language background other than English



Yes	(4%)
No	(96%)
Not stated	(0%)

Student Attendance

My School supports national transparency and accountability of Australia's schools by publishing nationally consistent school-level data about every school in Australia:

https://myschool.edu.au/

The College's student attendance data can be viewed via the My School website. The data collected by ACARA shows student attendance rates and student attendance levels for students from Year 1 to Year 10 at the College, by Indigenous status.

Student attendance level information is collected by schools and reported on *My School* twice yearly by Indigenous status for Semester 1 (Terms 1 and 2) and Term 3.

https://myschool.edu.au/school/40963

This table shows the student attendance rate and student attendance level for students from Year 1 to Year 10 at this school, by Indigenous status. Student attendance level information is collected by schools and reported on *My School* twice yearly by Indigenous status for Semester 1 (Terms 1 and 2) and Term 3. If you are interested in national attendance rates visit Student attendance.

2020 | 2021 | 2022 | 2023 | 2024 | 2025

<< >>

Reporting period: Semester 1 Term 3

Student attendance rate	Percent [1]
All students	90%
Indigenous students	89%
Non-Indigenous students	90%

Student attendance level (proportion of students attending 90% or more of the time) [2]	Percent [1]
All students	62%
Indigenous students	59%
Non-Indigenous students	63%

Student Attendance Management

Parents/guardians/independent students are responsible for notifying St Aloysius Catholic College to explain the absence of their child on any school day or for any school activity. Notification is made via our Student Management application, Compass, by emailing sacc@catholic.tas.edu.au or by phoning the College reception staff on 03 62290100 on each school day.

Students are marked as present by their teachers at the commencement of each day for Primary Students and at the commencement of each subject for Secondary Students. Any non-attendance is cross-checked by the Administration Office.

Unauthorised Student Absences

The College Leadership and Administration staff are authorised to follow up on unauthorised absences at school.

Where the school has not been notified of a student's absence by 9.10am, parents/guardians will be notified by text message requesting they follow up with the school. Where an absence remains unexplained, the student will be marked as an unauthorised absence. The process for following up unauthorised absences with parents/guardians/independent students is outlined in the Catholic Education Tasmania Attendance Policy, which can be viewed here: https://catholic.tas.edu.au/policies

Student Learning Outcomes

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9, and is a nationwide assessment that all Australian children undertake.

It's a measure to see whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning, and for their productive and rewarding participation in the community.

All government and non-government education authorities have contributed to the development of NAPLAN materials.

In addition to NAPLAN, we use a range of assessment tools and data to monitor and report on student learning outcomes, including Progressive Achievement Tests (PAT), the ACER General Ability Test (AGAT), and student subject results. These assessment tools provide valuable data to inform teaching practices, track student growth over time and support targeted learning interventions.

St Aloysius Catholic College's National Assessment Program results are publicly available via the My School website. A direct link to the College's 2024 results can be found here:

https://myschool.edu.au/school/40963/naplan/results/2025#studentresult

School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map

Student results

This table shows the average student results by year.

The cell colour shows how the school's results compare to those of students with a similar background. Select 'All Australian students' to see how the school's results compare to all students nationally.

Tap on or hover over any cell to see more information including the average score for all Australian students and students with a similar background.

Note, you can't compare NAPLAN achievement before and after 2023 because the NAPLAN scale was reset then. You can access results before 2023 by clicking the button '2014 – 2022 Results'.

For NAPLAN results by state/territory and other subgroups visit NAPLAN national results.

2023 | 2024 | 2025

Compare to: Students with similar background | All Australian students

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	417	432	402	425	420
Year 5	488	484	480	502	494
Year 7	531	534	528	533	532
Year 9	566	569	557	559	562

NAPLAN participation for this school is 99%
NAPLAN participation for all Australian students is 95%

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.

Interpreting the table

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

2014 - 2022 Results

Parent, Student and Teacher satisfaction

St Aloysius Catholic College is committed to providing a voice to our entire community: students, parents and staff. Data is collected in various ways across a variety of forums. These include

- Electronic surveys on specific subjects
- Electronic Surveys seeking a wide range of views on satisfaction and wellbeing
- Forums for students and parents
- Electronic Surveys to staff - For example annual staff surveys with options for feedback and interviews with leadership.

Finance

A summary table and charts for the College's recurrent and other income, together with its capital expenditure by year can be found on the My School website. Please note that this information is only available following a financial year, 1 July to 30 June each year:

https://myschool.edu.au/school/40963/finances

In Australia, school income is made up of a combination of government funding, fees and charges, and private contributions. Further information on how schools' income is made can be found on the Australian Curriculum, Assessment and Reporting Authority (ACARA) website:

https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/school-income

Staff Professional Learning and Student Teaching & Learning Outcomes

The College has now completed its three-year focus on the Insight Program, strengthening staff expertise in Explicit Direct Instruction and deepening our collective understanding of the Science of Learning. Looking ahead, our next focus will be the Teach First Initiative, which centres on short, targeted instructional sprints. These cycles allow teachers to refine one strategy at a time, enhancing efficacy and promoting continual growth in practice.

As a team, College staff remain committed to supporting one another through professional observations and collegial coaching, ensuring that we continue to learn and improve together. Ultimately, our goal remains clear: to deliver high-quality instruction across all classes, providing every student with equitable, effective learning opportunities.

Students from Year 3 to Year 10 engaged in a variety of academic assessments, both compulsory and voluntary, which continue to inform our planning and ensure that learning experiences are tailored to meet individual needs. Participation in ICAS assessments across Mathematics, Science, English, Digital Technologies and Spelling showed the engagement of many of our students and their desire to challenge themselves beyond the classroom.

Our Visual Arts program flourished, with students benefiting from workshops led by our returning Artist in Residence, Tom O'Hern, culminating in the completion of a second mural. At the Senior Campus, we were delighted to welcome Artist in Residence Leigh Riggozi, who guided a group of students in creating a series of small murals in the Art rooms. Students collaborated with Leigh to develop artworks inspired by the imaginative worlds of Hieronymus Bosch and Pieter Bruegel.

Drama and Music students also demonstrated remarkable growth, showcasing their talents in multiple performances throughout the year. The College drama production stood out as an "electric" and memorable highlight of the Arts calendar.

The Technologies team introduced Horticulture into the Year 7 rotation, enriching the Middle Campus with a new garden space. Students engaged in planting, garden care, and sustainable growing, gaining practical skills and a deeper understanding of environmental responsibility. These wonderful opportunities have enriched our students' learning experience across the entire curriculum.

Teaching & Learning: Junior Campus

Our structured approach to foundational skills remains paramount. In the early years, the InitiaLit program continued to drive exceptional literacy development, fostering noticeable resilience and hard work among our youngest students. Building on this strong foundation, students in Years 3 and 4 successfully transitioned into Spelling Mastery to hone their skills. Furthermore, our Mathematics curriculum, based on the effective Shaping Minds framework, was reinforced through the consistent use of Daily Reviews, which embed core concepts and ensure mathematical fluency is a common practice across the campus.

Teaching & Learning: Middle Campus

Years 5 and 6 have continued to embed the Science of Learning approaches like on the Junior Campus, with encouraging progress in numeracy and strong consolidation of evidence-based practices. Daily reviews have supported students in strengthening recall and application of key knowledge. The continuation of Spelling Mastery and the ongoing tracking of literacy progress through DIBELS have provided clear indicators of growth, validating the commitment and hard work of both students and staff.

Students in Years 5 and 6 have also benefited from a broad Specialist Program, ensuring access to learning across the full curriculum, including Italian, Digital Technologies, Health, Art, Music, and Drama. These consistent opportunities allow students to explore interests, develop foundational skills, and build confidence across a range of disciplines.

This year also saw the successful launch of the Year 7 Rotations. As the first cohort to experience this structure, students were able to sample the breadth of subjects awaiting them in Year 9 and beyond. They will complete the remaining four courses of Media Arts, Drama, Music, Visual Arts, Horticulture, Practical Technologies, Design in Wood, and Food Studies in 2026. Early indicators suggest that this model has successfully supported student engagement and is likely to provide momentum for students as they move through Year 8 and beyond.

Our Year 8 students are on a clear pathway toward Year 9 and have been supported in making informed and appropriate subject choices as they prepare to transition to the Senior Campus. Year 8 is a distinctly challenging stage, with increased expectations, greater rigour across subjects, and a noticeable lift in the level of independence required. These increased expectations have encouraged students to refine the foundational skills essential for the senior years.

Teaching & Learning: Senior Campus

Year 11 and 12 students undertook a diverse range of studies, enrolling across 31 TASC courses and six VET Certificate programs, reflecting the breadth of pathways available at the College.

We continue to see growth in senior subject enrolments each year, and we remain appreciative of the students who are forging pathways that will support and inspire future cohorts.

A highlight of the year included one student completing a Workskills traineeship, demonstrating excellent dedication to both school studies and workplace expectations. VET programs also remained a popular option for Year 10 students, with a variety of courses offered on-site and in partnership with external providers to support evolving vocational interests.

Across Years 9 and 10, students engaged in a wide selection of elective subjects, allowing them to explore personal interests, develop new skills, and make informed decisions about their future senior subjects. To support pathway planning, students attended the Southern Catholic College Career Expo, followed by the Subject Information Evening in early June, where they met with teachers and explored subjects offered from Years 9-12. Year 10 students also participated in Discovery Day, gaining valuable hands-on experience through taster sessions of Year 11 courses.

Year 10 examinations provided students with an important introduction to senior study routines and formal exam conditions. Our next Year 11 cohort for 2026 completed a Headstart Program, offering an early insight into the expectations and learning environment of senior secondary education.

Senior secondary outcome data can be found here:
https://myschool.edu.au/school/40963/seniorsecondary

Historical senior secondary continuation data is available by visiting:
https://www.tasc.tas.gov.au/about/data/attainment-profiles-direct-continuation-data/st-aloysius-catholic-college/



Mr Paul Reidy
Principal