



St Aloysius College

North Melbourne

2022

Annual Report to the School Community



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Contact Details

ADDRESS	31 Curran Street North Melbourne VIC 3051
PRINCIPAL	Mary Farah
TELEPHONE	03 9325 9200
EMAIL	principal@aloysius.vic.edu.au
WEBSITE	www.aloysius.vic.edu.au
E NUMBER	E1066

Minimum Standards Attestation

I, Mary Farah, attest that St Aloysius College is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and *the Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under *the Australian Education Act 2013 (Cth)* and *the Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

23/03/2023

NOTE: The School’s financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

Mercy Education Limited (Mercy Education) is an incorporated ministry of Mercy Ministry Companions (MMC). MMC is responsible for ensuring, as faithfully as Catherine McAuley and her sisters, that the Catholic identity, charism and spirituality of schools previously under the stewardship of the Institute of Sisters of Mercy of Australia and Papua New Guinea (ISMAPNG), thrive into the future.

MMC delegates the responsibility of these thirteen schools' governance to Mercy Education. There are nine schools in Victoria, three in Western Australia and one in South Australia.



Commencing on 3 December 2021, the MMC Trustee Directors were installed by the Institute Leadership Team of ISMAPNG as the canonical authority for Mercy Education Ltd. The Trustee Directors also comprise the Board Directors of Mercy Ministry Companions Limited (MMCL), the civil body of Mercy Ministry Companions. Mercy Ministry Companions Limited is the Member of Mercy Education Limited.

In transferring the incorporated Education, Health and Community Service ministries to Mercy Ministry Companions, the Institute Leadership Council and the Institute has entrusted the Trustee Directors with this Mercy heritage and empowered them to develop new expressions of the "gift of mercy". In the new era of Mercy Ministry Companions, canonical stewards, board directors, executives and management continue to embody the compassion, hospitality, integrity, care, justice, practicality and service which characterise contemporary channels of Mercy.

The governance role of the Board of Mercy Education is confined to the thirteen schools and sets policies, approves schools' strategic plans, appoints Principals, approves senior leadership positions and fulfils due diligence in finance and audit management, capital development, risk management and litigation.

The current Board Directors and National Office Staff of Mercy Education are listed at <https://www.mercy.edu.au/governance/board-members> and <https://www.mercy.edu.au/governance/office-members> respectively.

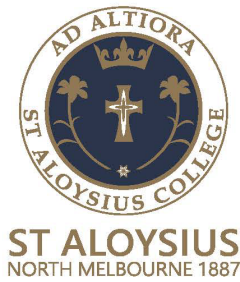
The Mercy Education Limited schools are:

- Academy of Mary Immaculate, Fitzroy, VIC
- Catherine McAuley College, Bendigo, VIC
- Emmanuel College, Warrnambool, VIC
- Mercedes College, Perth, WA
- Mount Lilydale Mercy College, Lilydale, VIC
- Our Lady of Mercy College, Heidelberg, VIC
- Sacred Heart College, Geelong, VIC
- Sacred Heart College, Kyneton, VIC
- Santa Maria College, Attadale, WA
- St Aloysius College, Adelaide, SA
- St Aloysius College, North Melbourne, VIC
- St Brigid's College, Lesmurdie, WA
- St Joseph's College, Mildura, VIC

Mercy Education is the Employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

Mercy Education Limited

Vision and Mission



STRATEGIC PLAN 2023 – 2027

OUR MISSION

St Aloysius College is inspired by the teaching of Jesus Christ and the vision of Catherine McAuley, with a commitment to living out the Mercy values and acting with respect and integrity in a Child Safe school. Our students and staff are encouraged to be empathetic, confident and creative lifelong learners.

OUR VISION

St Aloysius College's vision is to build a highly creative, student-centred learning community where individual needs are met and where the aspiration toward personal excellence is integral to everything we do.

We aspire to be a compassionate and just community, to educate our students to strive for personal excellence, reflecting self-awareness, courage and resilience. To embody Mercy values for an optimistic future, inspired by the vision of Catherine McAuley and the Sisters of Mercy.

OUR VALUES

St Aloysius College is committed to the Mercy Education values of:

-  *Compassion*
-  *Justice*
-  *Respect*
-  *Hospitality*
-  *Service*
-  *Courage*

Strategic Intent One CATHOLIC IDENTITY & MISSION

ST ALOYSIUS COLLEGE IS COMMITTED TO:

Ensuring that Catholic values and beliefs, through the inspiration of Catherine McAuley and the Sisters of Mercy, underpin the College's existence. We are animated by the spirit of Gospel as a place of welcome, compassion, courage, hospitality, respect, justice and service.

Strategic Intent Two ACADEMIC EXCELLENCE & INNOVATION

ST ALOYSIUS COLLEGE IS COMMITTED TO:

Inspiring academic excellence in every student to embrace creativity and innovation through challenging, rigorous academic programs. Furthermore, we are committed to providing an outstanding contemporary learning and teaching experience.

Strategic Intent Three BODY & MIND

ST ALOYSIUS COLLEGE IS COMMITTED TO:

Growing and supporting healthy, safe, respectful, and inclusive environments that promote engagement and participation and inspire the leadership of the future.

Strategic Intent Four SOCIAL & COMMUNITY ENTERPRISE

ST ALOYSIUS COLLEGE IS COMMITTED TO:

Ensuring that we advance a sense of community, entrepreneurship and partnership, enabling families, students and the wider community to engage with the College and identify with the legacy of Catherine McAuley.

Strategic Intent Five ENVIRONMENT & SUSTAINABILITY

ST ALOYSIUS COLLEGE IS COMMITTED TO:

Ensuring that all future campus developments and learning facilities reflect our Christian Guardianship of Creation and our school's commitment to sustainable practices

College Overview

St Aloysius College is a Catholic Secondary College owned by the Sisters of Mercy and governed by Mercy Education Ltd. The College provides an education founded in the way of Mercy, with Christ as our guiding light and in the spirit of Catherine McAuley. St Aloysius College seeks to recognise, appreciate and develop the gifts of all in a spirit of collaboration, generosity, hospitality respect, and service. An education in the way of Mercy invites all to assume the challenge of developing fully the God-given gifts and talents each of us have been bestowed. In addition, a Mercy education lights the spark within all of us to live out our Christian duty of assisting those in greater need. The Mercy way of compassion, justice, respect, hospitality, service and courage ensures that all 'may have life and have it to the full'. (John 10:10).

In 2022 the College had a student body of 411 from Year 7 to 12. The College is fully committed to continuing to build a sustained climate where each student is engaged and enthused by the wonder of learning and where each staff member is a role model for lifelong learning. Our students have been encouraged to strive for higher things by being self-aware, reflective, tolerant, compassionate and responsibly independent in both thought and action. They are always encouraged to look beyond themselves and dream of what may be, by contributing to the world in which they live and by maintaining healthy and positive lifestyles.



Principal's Report

In 2022, St Aloysius College reached the wonderful milestone of providing 135 years of Mercy Education to the North Melbourne community. Inspired by both history and the Mercy values, the College took the opportunity to celebrate both its 135th year, and its move to co-education, with the launch of a new College crest. This report reveals the progress and the achievements collectively made by the St Aloysius College community throughout 2022.

Within the sphere of Faith, numerous and frequent opportunities for participation in sacramental life and prayer were provided for students, staff, and the wider college community; attention was given to the Catholic Liturgical Calendar. Staff continued upon their progressive learning journey, through a number of facilitated spiritual sessions exploring our role as Catholic educators. Our students participated in a range of Faith Development programs which included fundraising, leadership programs, Reflection Days and Retreats. It is certainly a profound part of our work with students when we are able to share in their faith journey and bear witness to their willingness to engage practically in the service of others – to be Mercy. Importantly and profoundly, these actions demonstrated the essence of our 2022 College theme, Respect.



Learning and teaching remained a true focus, with pleasing results achieved at both ends of the bell curve. 2022 also witnessed the introduction of new programs, including Year 7-9 Coaching and Success Advisor sessions Year 10-12; the College also joined the Association of Co-educational Sport (ACS).

From a teaching and learning perspective, the commitment to developing student agency has seen the introduction of Coaching and Mentoring programs for all year levels. Staff professional learning has included undertaking sessions in the Universal Learning Programme (ULP). Furthermore, staff were provided opportunities to be informed of latest research and were engaged in professional conversations and coeducational classrooms.

The annual College Production and the Art and Technology Exhibition were a highlight of Term 3 and 4, with both displaying the many talents and creativity of our staff and students. In the Performing Arts area once again student performance was splendid, which is a testament to the commitment of our talented staff.

Student wellbeing continues to underpin our learning and teaching practices across the school and at its core is the review of our Nourish Program, a Year 7-12 Pastoral Care program that is designed to nourish the mind, body and soul. In addition, the Respectful Relations Implementation Team continued to work to implement the Respectful Relationship program across both the wellbeing and learning curriculum.

In 2022 the college also went through an audit process via the Victorian Registration and Qualifications Authority (VRQA) for registration to become a co-educational provider. All College policies and procedures were updated, and the result has highlighted excellent College compliancy in all areas.

In terms of timetable, 2022 witnessed the redesign of our daily structure to five periods a day, each an hour length.



The new 11 Child Safe Standards were implemented. The Child Safe culture at the College continues to be reinforced through ongoing professional learning presentations to staff. Child Safe was also central to student programs with each year level leader ensuring that students in their respective cohorts were aware of the avenues available to give them a voice and support.

Throughout 2022 our students have continued to achieve their best and explore new opportunities, both individually and collectively. They have produced remarkable results in a wide range of curricular and co-curricular activities, and we have recognised and celebrated their efforts and achievements. Their joy in learning and their engagement ensures that we continue to explore new opportunities for powerful learning.

As a college we continue to work with our parents and the wider community, through the many parent forums offered and other celebrations. 2022 was an exciting time as we continued to invest resources to ensure the delivery of exceptional education outcomes into the new decade and beyond. The path that the College embarked on in 2022 is progressing steadily, as we follow the Masterplan to enhance our buildings and facilities, working toward ensuring that the warm welcome our community experiences at St Aloysius continues as one we can all be proud of. Finally, 2022 also witnessed the completion of Towards 2027, the College Strategic plan, which was launched in January 2023.

As a College we continue to take bold and courageous steps, following the example of Mercy founder Catherine McAuley, in providing a Mercy education which our students and families deserve. Our success as a learning community would not be possible without the dedication and professionalism of our staff. I thank them all for their hard work, passion and commitment to excellence.

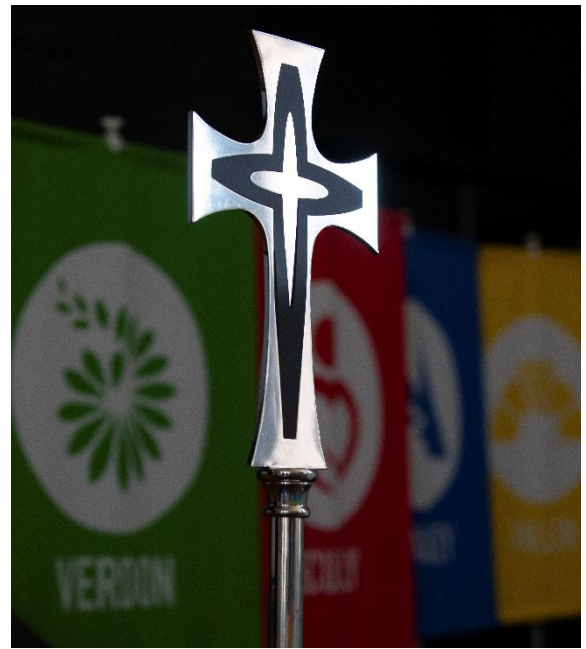


Catholic Identity and Mission

Goals and Intended Outcomes

To continue to move the College community to a dialogue school community:

- Creating opportunities for all within the community to participate in liturgical celebrations
- Living and actioning our Mercy Values ensuring our students are aware and well informed on issues of social justice and are actively supporting the marginalised
- Further development and progression of Mercy Rites Program for Year 9.



Achievements

To continue to move the College community to a dialogue school community:

- Year Level Liturgies and Reflection Days for Years 7-12 took place during the year, with themes or outlooks befitting of the needs at each Year level. Emphasising the College's 2022 theme of 'Respect' to others, with Gospel readings and prayers supporting the themes of the day



- As part of strengthening staff understanding of the Catholic Faith, online versions of the Staff Accreditation sessions were created and made available to all staff. Modules on college heritage and ethos were presented to staff, and could be completed to accommodate their own pace and needs. Following this, staff were informed about accreditation requirements and availability
- Classes continued for any staff and students who wanted to become members of the Catholic Faith. The sacramental program run at the college saw three new members complete lessons on baptism, reconciliation, holy communion, and confirmation. These students are preparing to receive these sacraments in ceremonies held in 2023
- The College actively reviewed and extended the Religious Education program at all year levels. The RE faculty staff diligently updated documentation, including assessments, topics, and excursion/incursions, ensuring its ongoing relevance and effectiveness.

Creating opportunities for our community to participate in liturgical celebrations:

- In 2022 students and staff were given opportunities and have partaken in whole school and year level masses/liturgies, where they were involved in the setup, delivery, and follow up of liturgical celebrations
- The Sisters of Mercy and Mercy Education members are always invited to College events/masses with several having an intrinsic involvement. Our celebrations were also shared with wider college community including members of Mercy Education, parents, carers, alumni and the Sisters of Mercy
- Online modules for staff members to become Special Ministers of Holy Communion were again provided to staff wanting to become a minister and/or as a refresher course.



Living and actioning our Mercy Values ensuring our students are aware and well-informed on issues of social justice and are actively supporting the members of the wider community.

- In 2022, House Group Charities were introduced to affiliate each House with a particular Charity or Organisation which aligns with our Catholic and Mercy Education Values.
- Project Compassion fundraiser for Caritas and fundraising for McAuley Community Services for Women.
- Participation in events such as The Long Walk, for Indigenous community awareness and support, as well as the Vinnie's Winter Sleepout, to learn about and assist with addressing homelessness in our community.
- Our College Mercy in Action Program was implemented at the start of 2022.

Continuing with the Mercy Ethos Programs for Years 7, 8 & 9:

The Mercy Ethos programs are sessions run throughout the year for students in Years 7, 8 & 9. These sessions are tailored to the 3 Year Level groups – iMercy program in Year 7, Mercy Ethos program in Year 8 and the Mercy RITES program at Year 9.

- iMercy looks at what it means to be a 'Mercy Student' and how we should treat students, teachers and staff, as well as how to act in the wider community. The programs also teaches the students proper Information Technology (IT) etiquette and how to effectively use their school device
- Mercy Ethos focuses on the development of a strong sense of Social Justice and the Mercy tradition, through the study of each of the six Mercy Education Values: Compassion, Justice, Respect, Hospitality, Service and Courage. Mercy Ethos assists students in identifying (using practical examples) how these values shape the way we conduct ourselves ethically, socially, behaviourally, economically and politically
- The RITES Program stands for Relationships, Interests, Togetherness, Excellence, Service. It is an action-based social justice awareness program aiming to exemplify Catholic teachings and Mercy Values within the College community through collaborative group projects that offer a positive impact.



Education in Faith was displayed in a variety of ways across 2022, such as student representation of the College at Mass at St Patrick's Cathedral, and also participation in daily prayer during pastoral classes. Celebrations of the Feast Day our College's patron saint brought large groups together and the Mercy values were enacted by students and staff individually in their daily routine.

VALUE ADDED

The Strategic Plan and the Annual Strategic Intents, communication with the wider community and all College publications.

- We continue with the outreach programs and engagement with our community
- Social Justice and fundraising activities
- Liturgical celebration
- Spiritual Days for all year levels
- Religious Education Program in Year 7 – 12
- Mercy Ethos programs for 7-9 classes
- Daily pastoral groups prayers



Learning and Teaching

Goals and Intended Outcomes

- Building the capacity of teaching and learning
- The development of strategies to build enhanced literacy, numeracy skills and digital literacy skills
- Embedding of pedagogical practice based on the underpinning of the Universal Learning Programme
- Usage of data to track each student's learning progress to better inform practice and monitor the value adding to students' learning
- Goal setting enhanced for student agency
- The provision of student voice to increase the personalisation and student ownership of learning
- To continued development of student self-assessment and peer to peer assessment to increase the depth of learning
- Curriculum frameworks reviewed for continual improvement of student learning
- Continual improvements in standardised testing across the school via PAT, NAPLAN and VCE data metrics.



Achievements

- Learning Areas sharing best practice of pedagogy and data use both within Learning teams and whole school mediums
- Staff were provided with opportunities to be informed of latest research and engage in professional conversations
- The support mechanisms to enhance teaching and learning through interventions between the Directors of Learning and Year Level Leaders to ensure student learning remains at the forefront of practice
- The tracking and monitoring of student progress through whole school data
- Refined and enhanced categories of student goal setting using three areas for targeted enactment - Academic, Approaches to Learning, and Mercy



- Enhanced digital practice via the use of OneNote
- Increased opportunities and implementation of Student Voice in learning programmes
- Pedagogical practice of student self-assessment and peer to peer assessment
- Students responding and acting upon feedback provided on all formative and summative assessment via SEQTA
- A thorough and rigorous curriculum review pertaining to critical learning and effective assessment of curriculum capabilities
- Curriculum and pedagogical approaches that prepare students for the critical, future-proofed skills of creativity, critical thinking, resilience, collaboration, digital literacy and problem-solving all prioritised to developing learner agency to empower our students

- Curriculum and pedagogical preparations towards the transition into co-education and throughout the year Learning Areas to best suit the changing Year 7 cohort in 2023. These discussions have been supported by high quality Professional Learning Development (PLD) to improve student outcomes by addressing issues connected with teacher content knowledge and pedagogical approaches. Further sessions to complement the perspectives of co-education were delivered by Dr Dave Camilleri and Dr Victoria Miller from the University of Melbourne. The PLD delivered had a focus on resilience, wellbeing, and engagement alongside a specific session on girls in STEM which align with our approaches to the braiding of learning and wellbeing
- It is important to acknowledge the learning opportunities created by the teaching staff. A raft of authentic learning opportunities for the students to immerse themselves in have been made available. Some of the many highlights have included:
 - Year 9 Humanities programme embraced the Melbourne University Financial Literacy Program with undergraduate students delivering the skills of financial literacy. This included key topics such as budgeting, saving, banking, types of debt, and consumer rights
 - Year 8 Languages students have been participating in a language and culture exchange with our Sister School in Kyoto, Japan
 - Year 7 Science program has the students visiting Melbourne Zoo as part of their learning on ecosystems



- From a teaching and learning perspective, the commitment to developing agentic students has seen the introduction of coaching and mentoring programs for all year levels. The purpose of the coaching & mentoring is to establish a culture of fostering independent and self-regulated learners - the fundamental components of developing student agency for learning.

Crucially, the intent of coaching to develop self-directed learning also has two key outcomes for students: increased self-awareness and responsibility which support the development of student agency. To achieve the desired outcomes of coaching and mentoring, the professional learning undertaken in the ULP and with external facilitator Adrian Bertolini has highlighted the need for the roles of the coaches to implement questioning, active listening, and appropriate challenge for students to enact their goals and, importantly, potential. This mentorship is needed to identify and build upon students' strengths and needs to promote a high level of expectations for academic excellence. This approach to learning and wellbeing is centred in the interest of the student for overall engagement and resilience.

STUDENT LEARNING OUTCOMES

VCE results were maintained, and a number of subject areas continued to grow in attainment from previous years. The average ATAR of the top 40% of students was 91 and the top 62% was 87 which is an absolute credit to the hardworking ethos of both staff and students alike. These outstanding results are encapsulated by 8% of the VCE cohort about 95, 12.5% above 90 and 31% above 85. The median study score was maintained at 32. These figures are summarised in Table 1.

Table 1: Summary of ATAR by cohort percentage

ATAR	2018	2019	2020	2021
Over 90	11%	32%	13%	22%
Over 80	30%	43%	38%	50%
Over 70	54%	62%	65%	73%



As part of the learning program within the junior school, NAPLAN punctuated Term 2 with the testing of our Year 7 & 9 students' levels in reading, writing, numeracy and language conventions. Our students adjusted to the testing superbly and approached the sessions in an extremely positive mood. It is important to highlight that the NAPLAN data is reported in Term 3, allowing teachers to be data-informed and for the students to understand the next steps in their learning. Our approach to the data, assessment and feedback allows us to work closely with the students and prioritise the personalisation of their learning.

NAPLAN data for 2019-2022 focusing on the percentage of students meeting the required

minimum standards has remained consistently high, with almost all of Year 7 and Year 9 students in all domains reaching this standard. A comparison of the median NAPLAN scores show that all our Year 7 and 9 students outperformed the state in all domains. The most considerable improvement in Year 9 school results from 2021 were in Writing and Grammar and Punctuation, with notable improvement in Numeracy.

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	633.9
Year 9 Numeracy	600.2
Year 9 Reading	626.4
Year 9 Spelling	610.4
Year 9 Writing	620.3

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021	2022	2021 – 2022
	%		Changes	%	Changes
	*		*		
YR 07 Grammar & Punctuation	-	98.5	-	100.0	1.5
YR 07 Numeracy	-	98.5	-	98.4	-0.1
YR 07 Reading	-	100.0	-	100.0	0.0
YR 07 Spelling	-	100.0	-	100.0	0.0
YR 07 Writing	-	100.0	-	100.0	0.0
YR 09 Grammar & Punctuation	-	95.9	-	94.1	-1.8
YR 09 Numeracy	-	98.6	-	97.1	-1.5
YR 09 Reading	-	100.0	-	98.5	-1.5
YR 09 Spelling	-	98.6	-	98.5	-0.1
YR 09 Writing	-	97.3	-	95.6	-1.7

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals and Intended Outcomes

- Ensure the school continues to be a Child Safe school where students' safety and wellbeing are at the core of our operations
- Ensure all programs that support student wellbeing and engagement reflected the 2022 College Strategic Intent
- Ensure student wellbeing data is utilised to review and develop programs with a focus on providing students with support as required
- To maintain the Child Safe culture at the College
- To preserve and develop Restorative Practice conversations to support understanding and repair relationships
- Provide opportunities for students to engage in mindfulness
- Maintain an approach to Student Wellbeing at St Aloysius College that ensures programs support student academic and social emotional learning (SEL)
- To develop innovative Camp Programs that focus on student adaptability, resourcefulness, and resilience
- To enhance student connection and belonging through increased House activities
- The creation of opportunities that enhance student engagement
- Ensure that authentic student voice and agency are embedded as part of academic and co-curricular programs
- To continue to provide training and monitor the implementation of a whole school approach to the Respectful Relationships program.



Achievements

- Students utilised the morning pastoral class to reflect upon and grow their spiritual wellbeing through daily prayer
- Introduction of the ACER SEW (Social and Emotional Wellbeing Survey) to provide data that allowed wellbeing staff to develop pastoral care programs that were responsive to the students' needs
- Small data such as student attendance supported the implementation of student support plans that reflected their individual needs
- Pastoral Leaders support students to develop and monitor their student goals to ensure each student could identify and celebrate their growth toward their learning
- Students continued to be involved in the Student Voice Committee. They presented initiatives to the Year Level Leader and worked collaboratively towards implementation.
- Year 7 – 9 Camp Program resumed which focuses on the personal development, sense of belonging and growth for the participating students
- Wellbeing Week, organised by the College Psychologist and wellbeing team provided activities that encouraged students that focused on the 5 ways to wellbeing
- Student academic and social growth was recognised and celebrated amongst the community through a range of different platforms including whole school assemblies, school newsletters and social media
- The introduction of student tour guides as part of the College Talk and Tour Program allowed students to build their leadership skills and share their experiences at the College with prospective families
- Year 11 students participated in the Leadership Program which focused on a range of leadership topics including the importance of servant leadership. This program prepared students for senior leadership positions
- The Respectful Relations Implementation Team continued to work with members of the DET Respectful Relationships Program Team to implement the Respectful Relationship program across both the wellbeing and learning curriculum.



VALUE ADDED

Co-curricular activities:

- Art Club
- Chess Club
- Code Green
- College Choir
- Debating and Public Speaking
- Fashion Illustration Workshops
- House Art Competition
- Instrumental Music
- Language Club - French, Italian, Japanese
- Liturgy Team
- Music Ensembles and Bands
- Musical Production (cast and crew)
- SAGE – St Aloysius Growth Program
- Social Justice Group
- Sports: Rowing, ACS and SCSA competitions
- Visual Art and Technology Exhibition



List of sports with ACS and SCSA

ACS	SCSA
<ul style="list-style-type: none"> • Athletics • Basketball • Netball • Soccer • Swimming • Tennis • Volleyball 	<ul style="list-style-type: none"> • AFL • Athletics • Badminton • Basketball • Cross Country • Futsal • Hockey • Indoor cricket • Netball • Soccer • Softball • Swimming • Table Tennis • Tennis • Volleyball





STUDENT SATISFACTION

Student data provided through ongoing students’ feedback and School Improvement Survey Data shows that our students are engaged in their learning and their teachers have clear expectations of them. They feel connected with their peers and enjoy their schooling.

Students enjoy the Wellbeing program: Nourish. Additionally, the Social Emotional Wellbeing Survey tool was utilised this year and the data reflected a very high level of satisfaction and engagement.



STUDENT ATTENDANCE

Student attendance is recorded electronically via the College Learning Management System (SEQTA) by all pastoral leaders and class teachers at the beginning of every timetabled period. Parents/Carers are required to contact the College if their child will be absent from school by means of phone call, parent app or attendance email. Parents/Carers are reminded of student attendance expectations each week in the Year Level updates Direct Message distributed by the Year Level Leader. Office staff record absences on the Learning Management System. If parents/carers have not communicated with the College regarding absences, they are notified via SMS, and follow-up attendance letters are sent where absences remain unresolved/unexplained.

Pastoral Leaders monitor student absences within their pastoral group, and any extended absences are discussed with parents and students to explore reasons for absences or lateness to offer support which can be acted upon.



YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

106.4%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y07	90.0%
Y08	88.0%
Y09	85.9%
Y10	86.6%
Overall average attendance	87.6%

SENIOR SECONDARY OUTCOMES	
VCE Median Score	31.0
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%



POST-SCHOOL DESTINATIONS AS AT 2022	
Tertiary Study	80.0%
TAFE / VET	8.0%
Apprenticeship / Traineeship	6.0%
Deferred	4.0%
Employment	2.0%
Other – The category of Other includes both students Looking for Work and those classed as Other	0.0%

Child Safe Standards

Goals and Intended Outcomes

- To maintain Child Safe as a standing agenda item on all Staff Meetings and committee meetings
- To train and maintain staff understanding and acknowledgement of the Child Safe Standards including Mandatory Reporting and Reportable Conduct
- Ensure Child Safe statements are visible around College grounds and Reception Sign in points for visitors
- Emphasis on student-to-tudent Safety
- Emphasis on respect for culture and creation of safe environments especially Aboriginal and Torres Strait Islander in relation to Child Safe Standard 1. Ensure all students regardless of background feel safe and heard
- Opportunities created for Student Voice (refer Student Wellbeing)
- Review and update protocols for excursions, co-curricular and curricular programs through a Child Safe lens
- Ensure the learning environment is compliant with Child Safe standards allowing for students to feel safe, mitigating risk and so staff are also aware of how to conduct themselves in on campus and online environments.



Achievements

- Child Safe Professional Learning for staff sessions – teaching and non-teaching - continued to be delivered as presentations, online presentations, and online module-format to maintain compliance standards
- Nourish Program was utilised as a formal delivery of Child Safe information to students which included Child Safe protocols in the online environment
- Staff were regularly updated on ensuring Child Safe standards were never compromised whilst staff worked from home. Classes were regularly monitored by Learning Leaders or Leadership Team members
- Students were reminded about Codes of Conduct to promote safe behaviour among themselves, ICT policy and Wellbeing organisational structures should they need to speak to a staff member about an incident, the conduct of a member of staff or student
- Updated posters visible and Child Safe information shared ensured students knew the process when required
- Incidences of student-to-student bullying utilising social media in particular were reduced due to Child Safe Standard 9 actioned with educating students of the expectations of the Child Safe Standards and restorative practice strategy adopted when incidences arose.



Leadership

Goals and Intended Outcomes

- Foster a culture of staff consultation and collaboration and evidenced by shared leadership and decision making
- Staff development, providing opportunities for faith formation, reflective practice and professional learning with a focus on transition to coeducation in Year 7 in 2023
- Ensure that our school is open and accountable undertaking rigorous self-assessments; setting challenging targets for improvement; sharing information about performance; and using evidence to inform improvement strategies
- Maintain the Child Safe culture at the College
- Continue developing connections and learning outcomes with students and staff through development of technologies via MS Teams, OneNote with excellent curriculum documentation available to all teachers, students, and parents
- Promotion of the College as co-educational in 2023 with opportunities for prospective families to visit campus via Talk and Tours.



Achievements

- Child Safe was a standing agenda item on all Staff Meetings and committee meetings. Child Safe Professional Learning sessions continued to be delivered as presentations, online presentations and online module-format to maintain compliance standards
- Weekly communications from Year Level Leaders to students and parents/carers were sent via Direct Message; communicating Learning and Wellbeing events for the week and messages of positivity
- Preparations continued for co-education in 2023 including:
 1. Tailored Staff Professional Learning sessions
 2. Additional staff completed Universal Program
 3. Masterplan design commenced catering for the introduction of boys in Year 7 2023
 4. Commencement of ACS interschool Sport Competition for current Year 7 2022 students.
- VRQA review completed successfully
- Succession planning is strategically designed and further developed with new structures of the leadership team moving to separate Directors of Learning Years 7-9 and 10-12 in 2022
- Increased focus on developing clarity of roles in both senior and middle leadership positions
- Review leadership roles and structures to maintain continuous improvement
- Presentations to Advisory Council by staff in positions of leadership
- Authentic student voice and agency in curricular and co-curricular programs
- Child Safe Standards at the core of our operations and decision making
- Clarity of communications with all stakeholders
- Substantial increase in numbers attending Talk and Tours, Twilight Tours
- Substantial increase in numbers attending College events; making stronger connections with the wider community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2022	
In 2022, we focussed upon delivering: <ul style="list-style-type: none"> • Child safe protocols • Transition to co-education • Engagement with students 	
In addition, Staff engaged in a variety of online webinars focussing on data, technology and updates to VCAA studies and assessments.	
Number of teachers who participated in PL in 2022	46
Average expenditure per teacher for PL	\$490

TEACHER SATISFACTION

A positive collaboration between teachers at all levels has contributed to a culture of collegiality, professionalism and ongoing learning for a better outcome for all our students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	82.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	31.1%
Graduate	24.4%
Graduate Certificate	6.7%
Bachelor Degree	86.7%
Advanced Diploma	20.0%
No Qualifications Listed	8.9%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	46.0
Teaching Staff (FTE)	41.4
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	15.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals and Intended Outcomes

- Create and enhance learning opportunities for our students and families in areas of academics, co-curricular, social justice, and wellbeing
- Welcome and value the active engagement of our parents and carers in their children's learning and wellbeing journey
- Increase connections with families via on campus events
- Reconnect and rebuild global connections post pandemic related restrictions.

Achievements

- Parent/Carer Information Evenings, and Fora focused on Cybersafety, Learning Programs etc.
- Advisory Council member contributions
- Student achievements in external, community-based competitions ie. Victorian Parliament Prize
- Increased appreciation by parents and carers in the value of College communications
- Connections with local communities through outreach programs such as Year 9 Mercy RITES visits to aged care facilities, VCAL supported St Kilda Mums charity
- Increased attendance to a variety of College events from Parents and Carers
- Staff PL focused on student engagement in response to data
- Mercy Day Projects created by students for the purpose of supporting those in our community ie. Mercy Aged Care, McAuley Community Services for Women
- Presentations to community from not-for-profit organisations to raise awareness of social justice issues ie. HoMie
- Global connections redressed with preparations occurring for future travel.



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NORTH MELBOURNE 1887

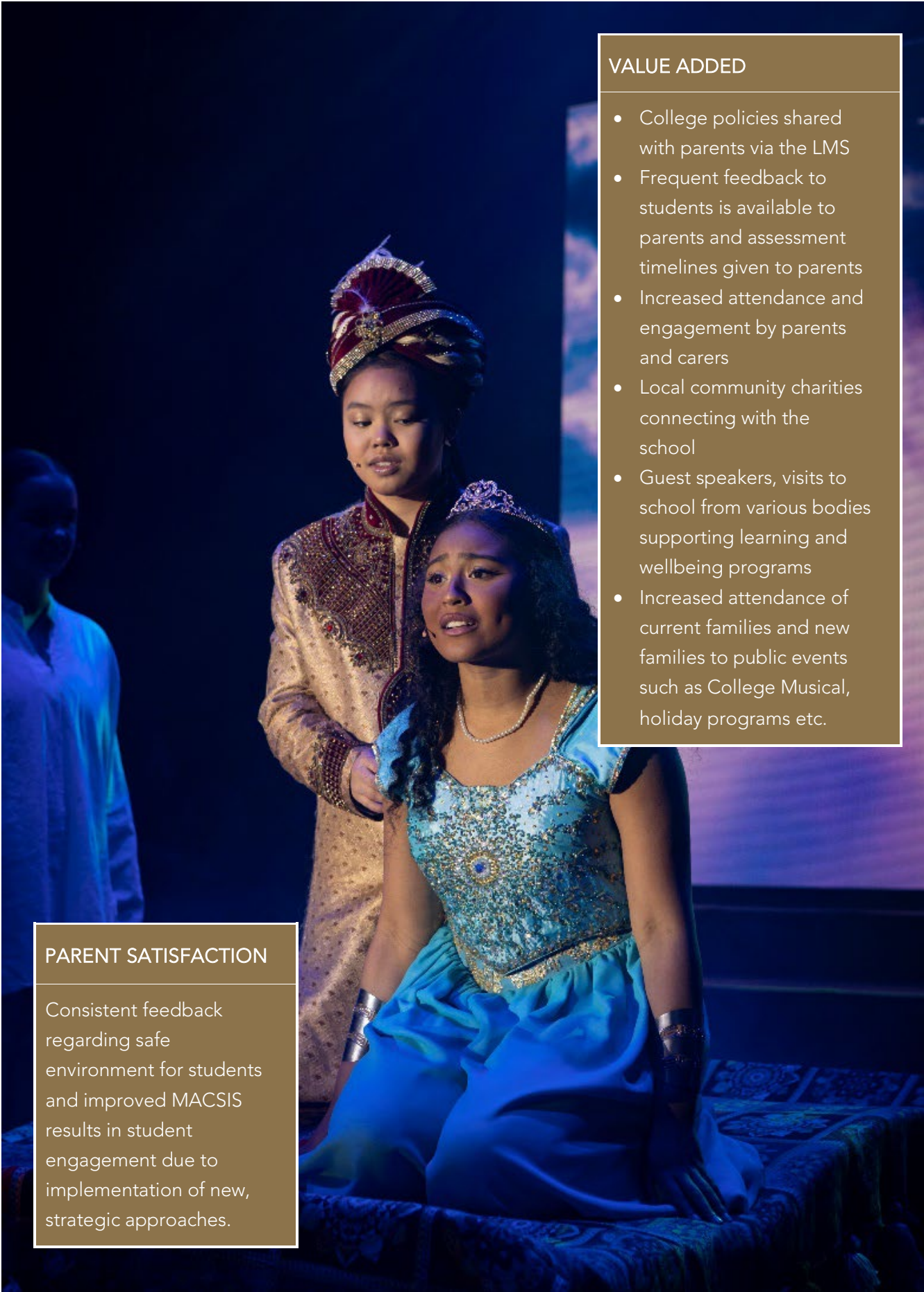
Respect

Do nothing out
of selfish ambition
or vain conceit.
Rather, in humility
value others above
yourselves.

Philippians 2:3



College Theme 2022



VALUE ADDED

- College policies shared with parents via the LMS
- Frequent feedback to students is available to parents and assessment timelines given to parents
- Increased attendance and engagement by parents and carers
- Local community charities connecting with the school
- Guest speakers, visits to school from various bodies supporting learning and wellbeing programs
- Increased attendance of current families and new families to public events such as College Musical, holiday programs etc.

PARENT SATISFACTION

Consistent feedback regarding safe environment for students and improved MACSIS results in student engagement due to implementation of new, strategic approaches.

Future Directions

Progress continues to move apace as we look to be in a position to accommodate for the influx of new students from the start of 2023 until 2028 when the College will be co-educational across all year levels.

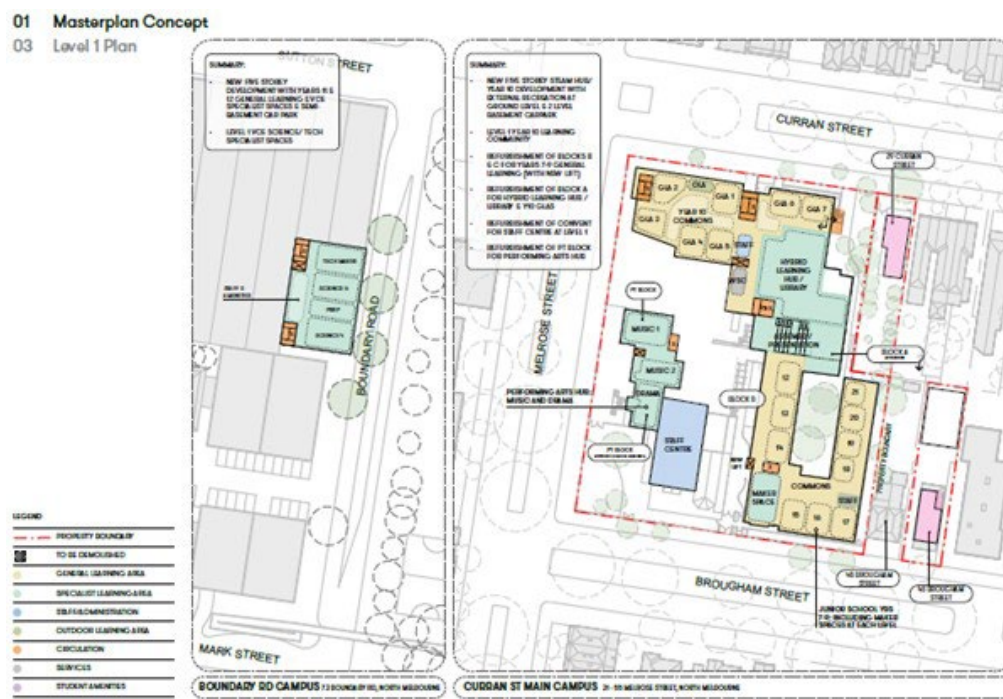
The 2023 Preparedness project was completed in April of 2022 which included the following upgrades to existing facilities:

1. Toilet Facilities – ensure accessible toilets for boys and girls
2. Staircase accesses – safety upgrades
3. First Aid – to facilitate boys and girls
4. Changeroom facilities

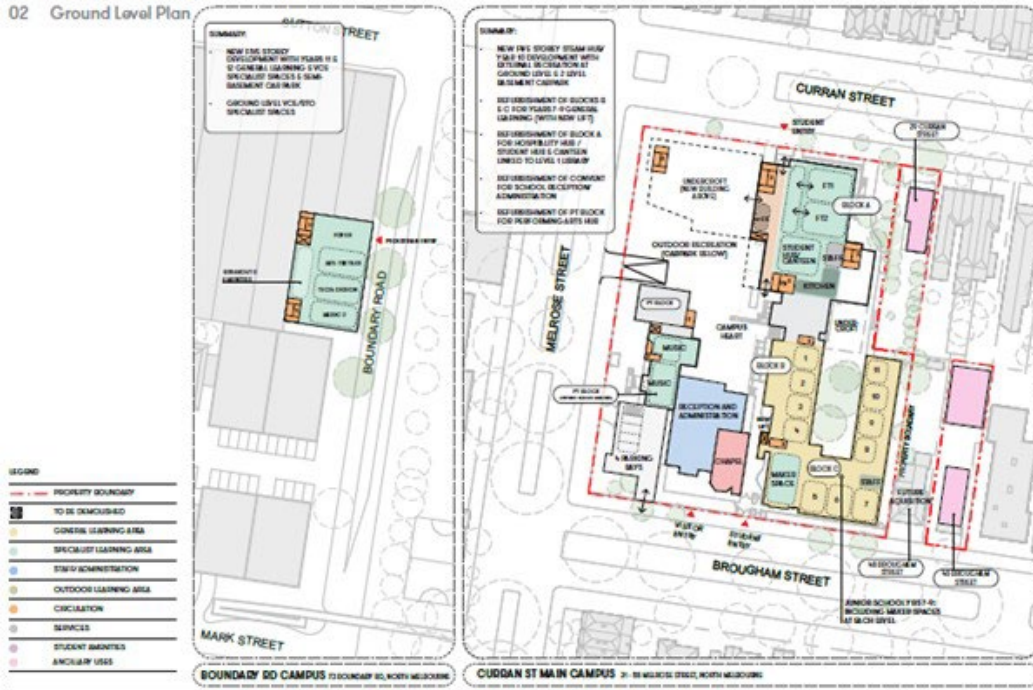
The final part of this initial phase of works is expected to be completed prior to the commencement of the 2023 school year with the construction of staff amenities to replace those that have been refurbished and designated as student facilities.

The Roadmap to 2028 and beyond has been mapped out in the College Facilities Masterplan which will be formalised in October of this year. To minimise the impact on the students and ensure that all offerings can be maintained during any works, Stage 1 of the Masterplan process has been identified as a complete redevelopment of the Boundary Rd site to become a Senior Years campus.

Below are two schematics that form part of the Masterplan showing ground and first floor level depictions:



01 Masterplan Concept
02 Ground Level Plan



The College would like to acknowledge the hard work of the following in creating such an exciting vision of the College and its upcoming journey towards 2028 and beyond, and liaising with Council and other authorities to ensure issues were identified and considered at as early a stage as possible in the process:

- College Architects – Hayball – Danielle Langston, Owen West and Richard Leonard
- Town Planning Consultant – Natalie Gray
- Heritage Consultant – David Wixted
- QS Services – David Harlock
- Traffic Management Consultants - WGA – Diana DeZilwa
- Engineering Consultants – Intrax – Tony Nguyen

Once the Masterplan has been formalised extracts will be shared with the College Community.

*Be Curious.
Become Brilliant.*

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Celebrating 135 Years
1887 – 2022