

## St Aloysius College

31 Curran Street, NORTH MELBOURNE 3051

Principal: Mary Farah

Web: [www.aloysius.vic.edu.au](http://www.aloysius.vic.edu.au)

Registration: 605, E Number: E1066

## Annual Report to the School Community



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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 13 May 2024



## About this report

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St Aloysius College is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).



## Governing Authority Report

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

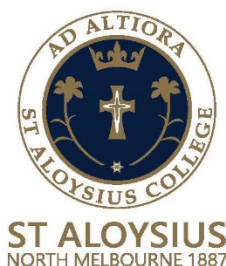
Mercy Education is the Employer of the Principal and staff of the Mercy Colleges. The existence of Mercy Education Limited gives strength, support and solidarity to each of the member Mercy schools and its community.

*Mercy Education Limited*



## Vision and Mission

### Mission, Vision and Values



# 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 the 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 2023 the College had a student body of 468 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 rolemodel 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

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2023 was a stellar year at St Aloysius College. The College theme, "We should be shining lamps", was fitting as 2023 marked a momentous milestone in our College's history - the admission of boys into Year 7. The transition has been seamless and enriching. Our philosophy of "Life is co-ed and so are we (from 2023)" guided our approach, ensuring that learning, wellbeing, and school life are inclusive, and our Mercy Education Values are visible in all what we do. We fostered a culture of courage, respect, and compassion, encouraging students to embrace their learning, and become active participants in our co-educational community.

With the transition, we introduced a new uniform and a revised daily structure, including later commencement times. We remained focused on strategy, with an eye on the future, launching the College Strategic Intents, 'Towards 2027'.



We remain dedicated and committed to nurturing a vibrant Catholic identity and living out our Mission and Values. Our students actively participated in liturgical celebrations, prayer, social justice initiatives, and continued to embody the values of Compassion and Service. We continued with our annual Staff Spirituality Day and accreditation sessions.

Child safety has been a top priority, reflected in our adherence to Child Safe Standards across all aspects of our operations. Our policies were reviewed and updated, and the Child Safe culture continues to be reinforced through termly staff professional learning. Child Safe was central to student programs with each year level leader ensuring that students were aware of the avenues available to give them agency and support.

Several presentations were made throughout the year to staff on a range of wellbeing matters, including Consent Education. We remain steadfast in our dedication to providing a nurturing environment that encourages holistic development. We continue offering diverse opportunities for growth beyond the classroom, and 2023 witnessed Year 7-9 students' weekly participation in The Association of Coeducational Schools(ACS) sporting competitions as part of their timetabled learning program. We introduced Sport off campus during lunchtimes, and I commend our staff and coaches for their unwavering support.

We continue offering a plethora of activities from music ensembles to the College Musical Production, from Art workshops to Code Green and community service initiatives, from Chess Club to Debating.

The College Master plan unfolds with Stage One, our VCE Campus on Brougham Street, set to commence in 2024. This development will provide outstanding facilities and help facilitate student growth and learning.

Our commitment to student wellbeing is evident in the continuous review and implementation of programs tailored to meet the diverse needs of our students. We continued with the utilisation of the ACER SEW (Social and Emotional Wellbeing) Survey to develop Pastoral Care programs that respond to student needs.

The STRIVE Program (Student Training in Responsibility, Innovation, Values and Excellence) was designed in 2023 and saw its first implementation at the beginning of 2024. STRIVE activities were tailored to each year level, ensuring that the content was developmentally appropriate and aligned with the specific needs of each year level.

High quality teaching and learning has been supported with authentic learning opportunities. From a pedagogical and philosophical position in the Junior school (Years 7-9), the Universal Learning Programme (ULP) has continued to form the basis for the development of student learning.

Our teaching and learning goals have centred on student attainment data, raising attainment in literacy and numeracy, and fostering student agency through regular implementation of Student Voice initiatives. Our efforts have resulted in teaching strategies that track individual student progress, develop deep learning strategies, and rigorous assessment practices that further inform teaching and learning. We have expanded the use of effective digital tools and refined our data-informed subject selection processes. Further mechanisms for student support at the senior level have been embedded with our Success Advisor Sessions to aid students in attaining their learning goals whilst strengthening the relationship between learning and wellbeing.

Student enrolments have increased, consequently several new staff joined us. Our induction program continues to be supportive and explicit in our Mercy Education values of Compassion, Service, Hospitality, Respect, Courage, and Justice. Staff Professional Learning in 2023 was designed to continue with transition to coeducation and student engagement.

A Community Connect Group was formed by parents from different year levels. Activities were organised to ensure parent partnership continues to strengthen, and we continue to ensure that members of our community who are in need are supported.

I extend sincere gratitude to our dedicated staff, students, families, and stakeholders for their unwavering support and commitment to our shared values and goals.

In conclusion, the past year has been marked by significant achievements and milestones across all aspects of our school community. As we look to the future, we remain committed to our mission of providing a safe, supportive, and inclusive environment where every student can thrive academically, socially, and spiritually.



## Catholic Identity and Mission

### Goals & Intended Outcomes

Our focus on fostering a dialogue school community has been underscored by regular liturgical celebrations, providing opportunities for community engagement. Guided by the Mercy values, students at St Aloysius are aware of, and well-informed on, issues of social justice. In addition to this awareness, our students actively support marginalised members of both our local and wider communities.



### Achievements

Throughout the year, Year Level Liturgies and Reflection Days for Year 7-12 students were held, tailored to the specific needs of each year group, and aligning with the 2023 College theme of "We should be shining lamps, giving light to all around us". These events were supported by Gospel readings and prayers to emphasise the theme of each day.

To deepen staff understanding of the Catholic faith, online Staff Accreditation sessions were developed covering College heritage and ethos. These were made available to staff on the College Learning Management System (SEQTA), and staff had the flexibility to complete these modules at their own pace. Additionally, the Staff Spirituality Day explored the theme of being shining lamps, giving light to all around us.



The College continued to offer a sacramental program for staff and students interested in joining the Catholic Faith. In 2023, one student received the Sacrament of Baptism, with two others receiving the Sacrament of Confirmation. Students who were preparing to receive sacraments in 2024 completed lessons on Baptism, Reconciliation, Holy Communion and Confirmation.

Religious Education programs across all year levels were actively reviewed and expanded. The Religious Education faculty updated documentation, including assessments and topics, to ensure ongoing relevance and effectiveness. The Religious Education Program in 2023 also included both incursions and excursions.

### **Creating opportunities for our community to participate in liturgical celebrations:**

Throughout 2023, students and staff engaged in whole school and Year Level Masses/ Liturgies, actively participating in setup, delivery and follow-up of these celebrations.

The Sisters of Mercy and Mercy Education members were consistently included in College events and Masses, with some having significant involvement. The opportunity for involvement in these events were also extended to the wider College community, including parents, carers and alumni.

Prayer remained integral for staff throughout 2023, with almost all staff having the opportunity to lead prayer throughout the year. Additionally, staff were offered online modules to become Special Ministers of Holy Communion, either as initial training or as a refresher course.

Prayer during pastoral classes also continued, with students taking on leadership roles and participating in daily prayers.

### **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 in our local and global community.**

In 2023, House Group Charities continued, with each House aligned with a specific charity or organisation reflecting our Catholic and Mercy Education Values.

Events like the Project Compassion fundraiser for Caritas and fundraising for McAuley Community Services for Women were held, contributing to charitable causes.

The Mercy RITES program continued for Year 9, focusing on Relationships, Interests, Togetherness, Excellence, and Service, promoting social justice awareness through collaborative projects. The program underwent review with plans for interest projects contributing to Mercy in Action later in the year.

Mercy Ethos for Years 7 and 8 was reintroduced through the RE curriculum, emphasising Social Justice and the Mercy Values of Compassion, Justice, Respect, Hospitality, Service, and Courage, with practical examples illustrating their influence on ethical, social, and behavioural conduct.

Education in Faith was demonstrated through various activities, including student representation at Mass at St Patrick's Cathedral and daily prayer during pastoral classes. Feast Day celebrations of the College's patron saint brought the community together, with students and staff embodying Mercy values in their daily lives.

### Value Added

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 Years 7-12
- Mercy Ethos programs for Years 7-9 classes
- Daily pastoral groups prayers
- Our Mercy Education Values are visible and communicated with all our stakeholders
- Sacramental Program
- Staff Formation of Mercy Education





### Goals & Intended Outcomes

#### Teaching & Learning Targets & Goals 2023

- Triangulation of student attainment to inform teaching practice inclusive of PAT, NAPLAN and subject specific data.
- Strategies to continue to raise attainment in Literacy & Numeracy
- Informed by formative and summative data along with research informed pedagogical practices
- Procedural practice to consolidate learning
- Pedagogical practice to consolidate learning
- Regular implementation of student voice to develop agency within student cohorts
- Annual PLD plan whilst remaining flexible to emerging student needs and strategic direction of the College
- Responsive to technological advancements
- Rigorous subject selection processes



#### Teaching & Learning Outcomes 2023

- Teaching strategies tracking individual student's progress and measuring value added.
- Development of deep learning strategies within lessons and Schemes of Work
- Rigorous assessment practices and feedback inform teaching & learning
- Incorporation and application of student voice into learning
- Creation of a culture of lifelong learning and student agency
- Rigorous and relevant school-based programme of Professional Learning & Development
- Expanded use of effective digital tools used in the classroom (OneNote)
- Refinement of data-informed subject selection processes

A stellar year of teaching, from a pedagogical, and philosophical, position in the junior school (Years 7-9), the Universal Learning Programme (ULP) has continued to form the basis for the development of student agency, as “future ready students need to exercise agency” (OECD, 2018, p.4). Acute focus in the junior school developed agentic students who can make informed decisions about their learning pathways as well as enhance their vital skills & competences such as collaboration. As a school we actively encourage the students to embrace these skills through both authentic and deep learning. This is evident throughout the academic year where the timetable has been collapsed to have an explicit focus on developing learning through competences as well as implicitly throughout the year across all subjects. Furthermore, high quality teaching and learning in the classroom has been supported with authentic learning opportunities to both consolidate and embed the knowledge being attained. These opportunities have ranged from the Year 7 Science visit to Melbourne Zoo to support the learning of ecosystems, the Year 9 Mercy RITES students implementing passion projects which make social impact at Melbourne Lost Dogs Home & supporting Literacy Programs at St Brendan’s Primary School.

The further mechanisms for student support have been embedded throughout this year with Success Advisor Sessions to aid the students in attaining their learning goals whilst strengthening the relationship between learning and well being. This approach is significantly evident at Years 9 & 10 subject selection where a robust system of student information, parent information and data informed decision making has allowed for a well-designed learning program for the following academic year.

The high quality Professional Learning and Development (PLD) has provided the opportunities for staff to learn through the delivery and facilitation of ownership with collaboration both formally, as well as informally. An explicit acknowledgement and focus on a sustained duration of content, active learning, feedback, and collaboration are vital to the process. The impact of sustained PLD can be measured by enhancement in knowledge, practice, teacher efficacy but, crucially, improvements in student learning outcomes and increased levels of self-enhancement. Teacher classroom practices have the biggest impact of enhancing student outcomes. Throughout this year, there was an explicit emphasis on instructional classroom practice drawing on both the expertise and experience of the Learning Leaders. Professional dialogue throughout the year has been on differentiated practice with all students having the opportunity to explore and apply the key concepts of the learning.



## Achievements

The transition to co-education at St Aloysius College provided a great platform for positive experiences from the onset. 'Life is co-ed and so are we' has been a well lauded and applauded stance on co-educational philosophy within the school and its community. The transition to co-education has accounted for learning, well being and wider school life. A holistic approach to co-education and an acknowledgement of our core school values provides an environment for the students to thrive. Our core value of Respect is at the heart of our philosophy. Respect is imperative for self-esteem, self-confidence, understanding our personal moral compass and every interaction we involve ourselves in. Equally, courage to own learning decisions, courage to own behaviour and the courage to become part of the first co-education cohort of modern times at St Aloysius College are all held in the highest regard.



## Student Learning Outcomes

### VCE

The average ATAR of the top 40% of students was over 85 and the top 60% was over 80 which is an absolute credit to the hardworking ethos of both staff and students alike. The median study score was maintained at 30. These figures are summarised in the table below.

## 2023 NAPLAN Summary

In 2023 St Aloysius cohorts that undertook NAPLAN testing achieved sound results. For the Year 7 cohort, more than 80% of students have achieved a proficiency level of 'Exceeding' or 'Strong' for Reading, Writing and Numeracy. For Grammar, 70% of students are in the 'Exceeding' or 'Strong' level of proficiency and this figure rises to 77% for Spelling.

For Year 9 in 2023, more than 80% of students have achieved a proficiency level of 'Exceeding' or 'Strong' for Reading, Writing, Spelling and Grammar. For Numeracy, 70% of students are in the 'Exceeding' or 'Strong' level of proficiency.

A comparison of the median NAPLAN scores show that all Year 7 and Year 9 students outperformed the state in all domains. The reduction in the difference between the performance of St Aloysius and the state median in Grammar and Punctuation from Year 7 to Year 9 is of interest and requires further review.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	551	70%
	Year 9	606	84%
Numeracy	Year 7	564	81%
	Year 9	569	71%
Reading	Year 7	564	86%
	Year 9	606	85%
Spelling	Year 7	547	77%
	Year 9	597	93%
Writing	Year 7	570	83%
	Year 9	622	85%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Senior Secondary Outcomes	
VCE Median Score	30
VCE Completion Rate (includes VCE VM completions)	100.00%
VCAL Completion Rate (VCAL Intermediate)	*

*\*Not reported due to insufficient data i.e. less than 4 student enrolments for VCE/VCAL.*



## Student Wellbeing

### Goals & Intended Outcomes

St Aloysius continues to prioritise the following as part of our commitment to the care and wellbeing of the student body.

- Nurture a safe, supportive and inclusive school environment that fosters a positive school culture to promote student wellbeing and belonging.
- Empower students to navigate challenges effectively through the incorporation of comprehensive social-emotional learning (SEL) to enhance student wellbeing capabilities and developed a positive growth mindset.
- Ensure a systematic approach to monitor and evaluating student wellbeing through data to make informed decisions and ensure all College programs positively impacts the overall wellbeing of the students.
- Develop opportunities that enhance student engagement through student leadership and student voice.
- Integration of restorative practices to promote positive behaviour.



## Achievements

- Established supportive framework for mental health services within the school through access to the College Psychologist and Counsellor, workshops as part of the Nourish Program and awareness campaigns.
- The College continues to be a Child Safe school through ensuring students' safety and wellbeing are at the core of all operations.
- Nourish classes had a clear focus on relevant issues around Wellbeing, occasionally involving guest speakers with specific expertise.
- Regular assessment and review of Wellbeing Programs and intervention to identify areas of success and improvement.
- The varying needs of students were met at their different development stages through Individual Learning Programs and academic interventions.
- Introduction of additional House Competitions and Programs helped to foster connections amongst students from a variety of year levels.
- The Student Wellbeing Policy was reviewed in consultation with staff and the feedback informed changes to the Behaviour Management procedures.
- Initial implementation of the Mental Health First Aid for Youth training program delivered to the first group of staff.
- Implementation of the pastoral class later in the timetabled day provided an opportunity for more students to engage with their Pastoral Leader and Year Level Leader.
- Continued utilisation of the ACER SEW (Social and Emotional Wellbeing Survey) provided data to develop Pastoral Care programs that were responsive to the students' needs.
- Student support plans reflective of individual needs were developed and implemented using data such as student attendance.
- Continued student engagement with the Student Voice Committee provided opportunities for student led initiatives to be implemented.
- Continued recognition of student academic and social growth was recognised and celebrated amongst the community.
- Professional Development sessions were delivered to staff throughout the year.
- Camp Programs were developed with a focus on supporting students to develop a range of skills such as creativity, adaptability, resourcefulness, and resilience.



## Value Added

### Co-curricular activities:

In 2023 we continued to offer a diverse range of Co-curricular activities. Some of the activities on offer included:

- Art Club
- Animation Club
- Chess Club
- Code Green
- College Musical
- Debating
- Drama Club
- College Choir, Chamber Groups, Ensemble Program, Orchestra
- Rock Bands, String Ensemble, 'Aloysius Acapella' choral group
- Frayne Festival (Voice Choir, Public Speaking, Debating)
- Language Club (French & Italian)
- Liturgy Group
- Maths, Science and Humanities Competitions
- Mindfulness Program
- Sacramental Program
- SAGE (St Aloysius Growth & Extension)
- Social Justice Activities
- Sports Training
- Rowing, Netball, Softball, Hockey, Cross Country, Tennis, Swimming
- Table Tennis, Basketball, Soccer, Badminton, Volleyball, Football
- Indoor Cricket, Futsal & Athletics
- Student Voice Committee



List of sports with The Association of Coeducational Schools (ACS) and Catholic Girls Sports Association of Victoria (CGSAV)

ACS	CGSAV
Athletics	AFL
Basketball	Badminton
Netball	Basketball
Soccer	Futsal
Swimming	Hockey
Tennis	Indoor cricket
Volleyball	Netball
AFL	Soccer
Hockey	Softball
Table Tennis	Table Tennis
Softball	Volleyball
Badminton	



### Student Satisfaction

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

## 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 unexplained or unresolved.

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	94.4%

Average Student Attendance Rate by Year Level	
Y07	90.4%
Y08	86.7%
Y09	85.6%
Y10	86.3%
Overall average attendance	87.3%



## Leadership

### Goals & Intended Outcomes

- Support a culture of staff consultation and collaboration and evidenced by shared leadership and decision making
- Continue to design and deliver Staff Professional Learning & Development sessions
- Provide opportunities for Faith formation, expression of Mercy charism, reflective practice, and professional learning for all staff
- 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 to the highest standards possible
- Strengthen the commitment to environmental care and sustainability and be consistent in its practice in the College community
- Preparations for the staged implementation of the 2022 CEMEA

### Achievements

- Child Safe was a standing agenda item on all staff meetings and committee meetings, strengthening its place at the core of decision making.
- Child Safe Professional Learning sessions continued to be delivered as presentations, both in person and online, as well as online modules to maintain compliance standards
- Weekly communications from Year Level Leaders to students and parents/carers continued in 2023; communicating Learning and Wellbeing events for the week and messages of positivity
- Further progress on the Masterplan, consulting with staff regarding design, pedagogical requirements, strategy for senior campus culture
- Successful entry into ACS interschool sport competition
- Brief Architects to dovetail sustainability elements of the learning environment with State-of-the-Art building design
- Succession planning strategically designed and further developed with new structures of the timetable and length of schooling day
- Increased focus on developing clarity of roles in both senior and middle leadership positions
- Reviewed leadership roles and structures to maintain continuous improvement
- Presentations to Advisory Council by staff in Positions of Leadership



Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>In 2023, we focused upon delivering:</p> <ul style="list-style-type: none"> <li>• Child Safe Standards: policies and protocols</li> <li>• Curriculum Documentation</li> <li>• Strategies for Student Agency</li> <li>• Universal Learning Programme</li> <li>• Pedagogy: Differentiated Classrooms; Classroom Behaviour Management</li> </ul> <p>In addition, Staff engaged in a variety of online webinars focusing on Data, Technology and updates to VCAA studies and assessments.</p>	
Number of teachers who participated in PL in 2023	47
Average expenditure per teacher for PL	\$560.00

### 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.

Teacher Qualifications	
Doctorate	0.0%
Masters	18.2%
Graduate	14.3%
Graduate Certificate	3.9%
Bachelor Degree	48.1%
Advanced Diploma	10.4%
No Qualifications Listed	5.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	46.4
Non-Teaching Staff (Headcount)	20
Non-Teaching Staff (FTE)	18.7
Indigenous Teaching Staff (Headcount)	0



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## Community Engagement

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### Goals & Intended Outcomes

- Introduction and promotion of the parent/carer group Community Connect to promote families connecting with each other and supporting a positive College culture in the community
- Continue with promotion of student and staff achievements and/or College events via Facebook and other media forums including the College App and Newsletter
- Continue connections with Catholic primary schools through staff and student visits
- Strengthen the commitment to environmental care and sustainability in the development of the new senior campus design and be consistent in its practice in the College community
- Prepare for overseas tours in 2024

### Achievements

- Past students tutoring, coaching and parent engagement with the College through opportunities of support e.g. socially, fund raising and in promotion of college programs.
- Substantial increase in numbers attending Talk and Tours and Twilight Tours
- Substantial increase in numbers attending College events, making stronger connections with the wider community.
- New Year 7 parents were actively involved in Community Connect events and event planning
- Continue with promotion via Facebook and other media forums including the College App and Newsletter
- College website informed the community of new senior campus building design, promoting a contemporary, senior learning environment incorporating sustainability in design with an inclusive learning and wellbeing focus
- Ensure Community events such as College Musical, Mothers/Fathers Day Breakfasts are well promoted with quality programs and guest speakers
- Connections with local communities through Outreach Programs such as Year 9 Mercy RITES visits to aged care facilities, McAuley Services for Women etc.
- College events being supported and more broadly shared in the community
- Tours to Japan and Italy arranged for 2024

### Parent Satisfaction

Our transparent communication, dedicated staff, and vibrant learning environment ensure parents' confidence in their child's educational journey. Parents' satisfaction with the school is further amplified by increased engagement in college activities.



## Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.aloysius.vic.edu.au](http://www.aloysius.vic.edu.au).

We should be shining lamps,  
*giving light* to all around us.

- CATHERINE MCAULEY

