



2024

ANNUAL REPORT

to the School Community



ST ALOYSIUS
NORTH MELBOURNE 1887

31 Curran Street, North Melbourne 3051

Principal: Mary Farah

Web: www.aloysius.vic.edu.au

Registration: 605, E Number: E1066

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Principal's Attestation

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 2024 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 2025

About This Report

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](#).

Acknowledgement of Country

St Aloysius College acknowledges the Wurundjeri people of the Kulin Nation as the traditional owners of the land upon which the College stands, and recognises and pays respect to Elders past, present and emerging.

The St Aloysius College community works for justice and reconciliation.

Governing Authority Report

The 2024 Annual Report to the School Community provides an excellent commentary on the endeavours of the talented staff, parents, caregivers, and students at St Aloysius College who have worked generously with dedication and excellence to achieve success in this past year.

I hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors in the many triumphs of 2024. From academic and sporting achievements to the spiritual, social and emotional care, all who are associated with St Aloysius College can be proud of the tangible evidence of success across all areas of school life.

A report of this nature captures words and pictures that can jog our memories and remind us of people, places and events. However, it is more difficult to capture the impact of the unspoken actions that touch both hearts and minds and make a difference to our world. These are the quiet places where God and Mercy reside and where we are held accountable for what is dear and precious to all of us who are connected with this community and Mercy education.

Georgina Smith
Board Chair
Mercy Education Ltd

As a Catholic school, informed by the legacy of Catherine McAuley and the Sisters of Mercy, St Aloysius College educates generations of students and empowers them to enter the world as Mercy people with a mission to look beyond themselves and drive change.

Guided by our values of Compassion, Justice, Respect, Hospitality, Service, and Courage all of us are called to be, in the words of Catherine McAuley, “shining lamps, giving light to all around us.”

The Board of Directors recognises the incredible commitment of the principal, Mary Farah, the College Advisory Council, Leadership Team and all staff in fostering a strong community where everyone thrives.

From leaders, to staff, students and families: your contributions have added to the College’s and Mercy Education’s rich history and will be joyfully shared in years to come.

I look forward to the journey ahead as we work together to ensure Catherine’s shining lamp continues to light our ways in service to others.



ST ALOYSIUS
NORTH MELBOURNE 1887

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 2024 the College had a student body of 560 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

Mary Farah

The 2024 college theme, 'Act with Mercy, Serve with Compassion', was inspired by Catherine McAuley's words: "God does not look at the action, but at the spirit motivating it".

In 2024, our strategic outcomes were successfully delivered across all areas of the College's *Towards 2027 Strategic Intents*.

As we reflect upon 2024, St Aloysius College celebrates a year of achievement, innovation, and growth. The year was marked by outstanding academic results, more co-curricular activities, significant progress in infrastructure, and a strengthening of engagement with the broader community.

We remain deeply committed to our Catholic Identity and Mercy heritage. Students have actively participated in retreats, liturgies, and service projects.

Social justice programs have been embraced with increased student involvement. Staff formation programs have also been a focus, deepening our understanding of Mercy values and their application in our daily actions. Furthermore, the introduction of additional wellbeing services, as well as the commencement of the Visible Wellbeing Program, have reinforced our focus on physical, mental, and emotional health.

The continuation of the roll-out of the Universal Learning Programme (ULP) has deepened our learning and teaching program. The ULP has led to deeper understanding, greater collaboration and revealed critical thinking, with staff feedback and reflections revealing higher student engagement with their learning.



Positive learning environments continue to be shaped by restorative practices, fostering a culture of respect and inclusivity. Leadership opportunities for students have expanded, with the Vice Prefect structure at Year 9, House Leadership roles, and mentorship programs providing avenues for personal growth.

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.

Students at St Aloysius College have demonstrated dedication to their studies, achieving impressive academic results across all year levels. Our graduating class achieved remarkable VCE results, with rankings amongst the top percentiles across

the State. NAPLAN and other standardised testing reflected our strong focus on Literacy and Numeracy.

Initiatives including a STEM partnership with the University of Melbourne, programs including debating, public speaking and the St Aloysius Growth and Extension (SAGE) Program, have fostered a culture of inquiry and innovation.

In 2024 we witnessed outstanding participation in co-curricular activities. The College production 'High School Musical Jr', was a resounding success, showcasing the exceptional creativity and dedication of both our students and staff. Sporting achievements in ACS and CGSAV have been notable, with St Aloysius teams excelling. The Music and Visual Arts programs have flourished, with student performances and exhibitions.

The College has made significant progress in upgrading its facilities. Advancements in the development of our new Senior Campus, set to open in 2026, mark an exciting step forward for the College's future.

The dedication of our staff remains at the heart of the College's success. Professional learning has been a priority, with staff engaging in targeted development programs focused on pedagogy, learning initiatives, and student wellbeing.



In 2024, the College deepened its relationships with families, alumni, and the extended community.

The Advisory Council has provided strategic guidance throughout the year, and we express our sincere gratitude, particularly to those concluding their term, for their invaluable contributions. The Community Connect Team has played an instrumental role in strengthening parent engagement. The alumni network continues to grow, with expanded events.

Looking ahead to 2025, the College remains committed to innovation, excellence, and deepening its Catholic Mercy Identity. With the continued support of our staff, students, families, and partners, St Aloysius College will embrace its theme, 'Never be afraid of the unknown'. This theme serves as a call for courage, curiosity, and faith in the journey ahead. We express our deepest gratitude to everyone who has contributed to the College's success in 2024 and look forward to another year of growth, opportunities, and achievements.



Catholic Identity and Mission

Goals & Intended Outcomes

- Focus on developing a dialogue school community, underscored by regular liturgical celebrations
- Providing opportunities for community engagement
- Foster an awareness of social justice issues among our students to actively support marginalised members of both our local and wider communities
- Document student involvement in liturgies and events to highlight the Catholic spiritual and practical elements of a St Aloysius College Catholic education.



Achievements

Reflection Days

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 2024 College theme of " God does not look at the action, but at the spirit motivating it ". These events were supported by Gospel readings and prayers to emphasise the theme of each day.

Religious Education programs across all year levels were actively reviewed and expanded. The Religious Education Learning Area Team updated documentation, including assessments and topics, to ensure ongoing relevance and effectiveness. The Religious Education Program in 2024 linked thematically with Reflection Days according to the Year Level as well as excursions and the College Social Justice Program.

Staff Spirituality Day

To deepen staff understanding of the Catholic faith, staff participated in the Staff Spirituality Day, exploring what it means to be part of the Mercy tradition and how 'Mercy' may be put into action in all that we do around the college and wider community. Personal stories of the support and influence of the Sisters of Mercy were shared.

Sacramental Program

The College continued to offer a sacramental program for staff and students interested in joining the Catholic Faith. In 2024, two students received the Sacrament of their First Holy Communion, with two others joining them to also receive the Sacrament of Confirmation.

Three other students who were preparing to receive sacraments in late 2024 or in 2025 completed lessons on Baptism, Reconciliation, Holy Communion and Confirmation.

Community Participation in Liturgical Celebrations

Throughout 2024, students and staff engaged in whole school and Year Level Masses and 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 2024, with almost all staff having the opportunity to lead prayer throughout the year. Prayer during pastoral classes also continued, with students taking on leadership roles and participating in daily prayers.

Education in Faith was demonstrated through various activities, including student representation in 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.

Social Justice

"Living and actioning our Mercy Values" ensures our students are aware and well-informed on issues of social justice and are actively supporting the marginalised in our local and global community.

The Mercy RITES program continued for Year 9, focusing on Relationships, Interests, Togetherness, Excellence, and Service, promoting social justice awareness through collaborative projects. Students were involved in school-based initiatives to support our Mercy in Action program, being involved in volunteer efforts in support of our local primary schools and wider community.

This was also extended to the Year 10 cohort, giving of their time to visit and spend time with community members of the Mercy Place Parkville residency.

Mercy Values

Years 7 and 8 students were encouraged to participate in the college's Mercy in Action program which was incorporated through the Mercy Ethos section of 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.

House Charities

In 2024, 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, donation hamper drive for those in our local parish, and fundraising for McAuley Community Services for Women were held, contributing to charitable causes.

Value Added

We continued with the outreach programs and engagement with our community

- Social Justice and fundraising activities
- Liturgical Celebrations
- Spiritual Days for all year levels
- Religious Education Program in Years 7-12
- Mercy in Action initiatives for Years 9 and 10
- Daily pastoral groups prayers
- Our Mercy Education Values are visible and communicated with all our stakeholders
- Sacramental Program
- Staff Formation of Mercy Education





Act With Mercy,
Serve With
Compassion

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching Goals 2024

- 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
- Annual Professional Learning and Development plan whilst remaining flexible to emerging student needs and strategic direction of the College
- Responsive to technological advancements





Learning and Teaching Outcomes 2024

- Teaching strategies tracking individual student's progress and measuring learning growth
- Development of deep learning strategies within lessons and Units 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 program of Professional Learning & Development
- Expanded use of effective digital tools used in the classroom

An excellent year of teaching, from a pedagogical, and philosophical position in the junior school (Years 7-9) has been underpinned by a focus on the development of the whole student, academically, socially, and emotionally.

This development has flown through the pillars of the Universal Learning Programme: character, passion, mastery and collaboration.

As a school we actively encourage the students to embrace these holistic developments through both authentic and deep learning. This is evident throughout the academic year where there is specific time across the school week with an explicit focus on developing learning through these competencies 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, to the Year 9 Mercy RITES students making a social impact at Mercy Place and supporting Literacy Programs at St Brendan's Primary School.

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 wellbeing. 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) program has provided opportunities for staff to learn through both external and internal professional learning sessions. Throughout this year, there was an explicit emphasis on literacy and numeracy, facilitated through expertise and experience of the Learning Leaders. Professional dialogue throughout the year has been on the embedding of literacy and numeracy pedagogy in all subjects. The staff also began their multi-year focus on Learning by Design (Dr. Tim O'Leary, 2024) and Explicit Teaching (MACS Vision for Instruction).

Achievements

The transition to co-education at St Aloysius College has continued to provide a great platform for positive experiences for all year levels at the school. 'Life is co-ed and so are we' has continued to be viewed as a positive co-educational philosophy within the school and its community. Co-education has accounted for a fuller experience of learning and wellbeing, as well as wider school experiences. A holistic approach to co-education and an acknowledgement of our core school values has continued to provide an environment for 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 behavioural choices and the courage to embrace co-education has continued to underpin our student ethos.





Student Learning Outcomes

VCE:

The average ATAR of the top 40% of students was 86.7 and the top 60% was 82.2 which is an absolute credit to the hardworking ethos of both staff and students alike. The median study score was maintained at 72.8. These figures are summarised in the table below.

Senior Secondary Outcomes	
VCE Median Score	31
VCE Completion Rate	100%
VCE VM Completion Rate	100%
VPC Completion Rate	*

Post-School Destinations as of 2024	
Tertiary Study	67%
TAFE / VET	17%
Apprenticeship / Traineeship	3%
Deferred	0%
Employment	13%
Other - The category of Other includes both students Looking for Work and those classed as Other	0%

*Data not reported for 2024 due to insufficient data i.e. less than 4 student enrolments for VCE/ VCE VM/VPC or none of the students in a school received study scores.

2024 NAPLAN Summary

In 2024 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, Spelling and Numeracy. For Grammar, 67% of students are in the 'Exceeding' or 'Strong' level of proficiency.

For Year 9 in 2024, more than 90% of students have achieved a proficiency level of 'Exceeding' or 'Strong' for Reading, Spelling and Writing. For Grammar and Numeracy, more than 80% 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.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 7	550	67%
	Year 9	607	82%
Numeracy	Year 7	564	81%
	Year 9	599	89%
Reading	Year 7	564	86%
	Year 9	623	93%
Spelling	Year 7	549	76%
	Year 9	591	92%
Writing	Year 7	577	85%
	Year 9	646	90%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 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.

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.

- Foster a nurturing and inclusive environment that is safe and supportive and reinforces a positive school culture.
- Creation of meaningful opportunities for student engagement to increase student involvement in decision making and initiatives.
- Consolidation of a comprehensive system for monitoring and evaluation of student wellbeing that uses data to inform decision making to develop supports that enhance the overall wellbeing of students.
- Develop opportunities that enhance student engagement and connection to community through social justice initiatives and activities that emphasise collaboration, inclusion and actions.
- Integration of restorative practices to promote positive behavior.





Achievements

- The College continues to be a Child Safe school through ensuring students' safety and wellbeing are at the core of all operations.
- Targeted promotion of the wellbeing spaces and Wellbeing Team were implemented to inform the College community of the availability and benefits of using the wellbeing spaces and asking the wellbeing team for support.
- Promotion of positive behavior through restorative practice incorporating ongoing training for staff in the restorative practice approach to support students to resolve conflicts constructively.
- Implementation of a student leadership training program to develop student leadership skills where participants in the program can advance through different levels, each focused on enhancing specific leadership competencies.
- Nourish classes continue to have a clear focus on relevant issues based on student development stages.
- Data gathered through student focus groups and the ACER Social-Emotional Wellbeing (SEW) Survey used to inform timely responses to emerging trends or challenges in wellbeing.
- The varying needs of students were met at their different development stages through Individual Learning Programs and academic interventions.
- House Competitions and Programs continued to foster connections amongst students from a variety of year levels across a range of interest focus areas.
- The Student Code of Conduct was reviewed in consultation with students and the feedback informed changes.

- Continued recognition of student academic and social growth was recognised and celebrated amongst the community.
- Professional Development sessions focused on a range of topics for student wellbeing were delivered to staff throughout the year by the Wellbeing Team.
- Camp Programs were developed with a focus on supporting students to develop a range of skills such as creativity, adaptability, resourcefulness, and resilience.
- Students consulted on the redesign of the aesthetics of the wellbeing spaces to ensure spaces were inviting and conducive to a calming environment.
- Implementation of the Vice Prefects from Year 8 & 9 to provide support to the Senior Prefect team and offer an additional space for student voice.



Value Added

Co-curricular activities:

In 2024 we continued to offer a diverse range of Co-curricular activities. Some of the activities on offer included:

- Art club
- Chess Club
- Code Green
- College Musical
- Debating
- Drama Club
- College Choir, Aloysius Acapella Choral Group, Chamber Groups, Ensemble Program, Orchestra
- Rock Bands
- Frayne Festival (Voice Choir, Public Speaking, Debating)
- Language Club (French, Japanese & Italian)
- 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
- Prefects & Vice Prefects Groups



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

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





High School Musical JR On Stage

2024 Production



Student Satisfaction

Student data provided through ongoing student 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	98.63

Average Student Attendance Rate by Year Level	
Y07	89.5
Y08	88.4
Y09	85.5
Y10	86.4
Overall average attendance	87.5

Leadership

Goals & Intended Outcomes

1. Strengthen a Culture of Consultation and Shared Leadership
2. Continue Staff Professional Learning & Development
3. Maintain and Strengthen Child Safety Standards
4. Advance Environmental Care and Sustainability

Achievements:

Culture of Consultation and Shared Leadership

- Continued to build structures that encourage open dialogue, shared decision-making, and collaborative leadership across all staff levels.

- Increased staff involvement in strategic planning and key policy development through representative working groups and feedback forums.

Staff Professional Learning & Development

- A comprehensive Professional Learning & Development (PLD) program aligned with school priorities and individual staff goals was delivered in 2024.
- Expanded leadership development pathways.
- Staff Spiritual Days that further embed the College's Catholic Identity and Mercy charism in daily professional life.





Maintain and Strengthen Child Safety Standards

- Ensure 100% staff compliance with ongoing Child Safety training and policy updates. Regularly review and refine child-safe practices and risk management strategies in consultation with staff and students.
- Continue to embed a culture of vigilance, transparency, and accountability in all child-related matters.

Advance Environmental Care and Sustainability

- Student and staff-led environmental initiatives, with clear goals for reducing waste, energy use, and promoting biodiversity.
- Strengthened community partnerships to support environmental education and action.

Expenditure And Teacher Participation in Professional Learning	
Professional Learning undertaken in 2024	
<p>In 2024, we focused upon delivering:</p> <ul style="list-style-type: none"> • Child Safe Standards: policies and protocols • Health Centre: Student medical management compliancy • Learning Diversity strategies and documentation • Curriculum Documentation • Strategies for student connectedness to school • Strategies for Student Agency • Explicit Instruction Techniques • Pedagogy: Differentiated Classrooms; Classroom Behavior Management, Whole school approaches to Numeracy & Literacy 	
Number of teachers who participated in PL in 2024	78
Average expenditure per teacher for PL	\$480.00

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
Masters	20
Graduate	8
Graduate Certificate	2
Bachelor Degree	42
Advanced Diploma	7
No Qualifications Listed	8

Staff Composition	
Principal Class (Headcount)	4
Teaching Staff (Headcount)	56
Teaching Staff (FTE)	52.76
Non-Teaching Staff (Headcount)	21
Non-Teaching Staff (FTE)	17.25
Indigenous Teaching Staff (Headcount)	0

Clarity of roles and review of processes also contributes positively to teacher satisfaction.





| *Be Curious.
Become Brilliant.*

Community Engagement

Goals & Intended Outcomes

- 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 2025
- Further develop and expand links with nearby community facilities, educational facilities, and programs
- Continue development and expansion of 'Community Connect', our parents, carers and friends' association
- Formally introduce alumni benefits to outgoing Year 12 students
- Return Celebration evening to formal, off campus venue





Achievements

- Overseas Tours to Japan and Italy in 2024 were most successful cementing our friendship with partner schools in the respective countries
- Connections with Rotary Club, focusing on weekend fundraising conducted by students with staff
- Accessing specialised STEM programs for students in Years 7-10 via University of Melbourne STEM Gallery
- Ensure Community events such as College Musical, Mother's/Father's 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., primary school peer mentoring and support program

- Engage parents more regularly with our college policies via their acknowledgment through a digital Platform
- Increased numbers attending 'Talk and Tour' presentations and adding evening marketing events to the calendar, in particular involving student voice at these events
- Improved website usability and increased traffic to college website

Parent Satisfaction

- Parent feedback is encouraged to aid the improvement of our communications and relationships with all members of our community
- Increased parent/carer attendance at Information Evenings, formal functions and College academic and co-curricular events such as Celebration Evening, supports increasing Parent satisfaction

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.

For more detailed information regarding our school please visit our website at www.aloysius.vic.edu.au.



College Theme 2024

ACT WITH MERCY, SERVE WITH COMPASSION

*God does not look at the action,
but at the spirit motivating it*

Catherine McAuley



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