



St Aloysius

A Ministry of Mercy Education Ltd

2021 Annual Report to Community



School Information

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

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

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

Major Highlights of the Year

The second year of the COVID-19 global pandemic had a significant impact on the shape of the school year and on our families. Staff and students were called to be flexible and responsive in adjusting to lockdowns and close contact restrictions, and their generosity and commitment in this environment were unwavering.

Finding new ways to celebrate when we couldn't gather as a whole school had us leaning into the talent and expertise of our marketing team. We live-streamed events such as graduation assemblies, music performances and parent information evenings. Parent/Teacher/Student Reviews were held by phone and our learner platform, SEQTA, provided resources, feedback and connection between students and teachers. Our creativity as a learning community has been stretched through the pandemic, and we have risen to the challenge.

The pandemic did not stop the College's Musical Production of *Annie* from hitting The Arts Theatre in October. Under the direction of Ms Lucy Dilger and musical director Ms Fiona Turner, and with one of the largest casts ever, *Annie* was the source of joy and energy that we all needed in 2021. With talented singers,



dancers, actors and musicians as well as a huge team of support staff who brought it to life, we were reminded of how The Arts can inspire and re-energise people in challenging times.

That same spirit was on display when we came together in November at the Entertainment Centre to celebrate SAC Spectacular. With every primary student on stage, the colour and energy of this year’s concert was incredible.

Furthermore, let’s not overlook the outstanding leadership and role modelling offered by the Class of 2021. Having completed their entire SACE in the context of a pandemic, they continued to live out Mercy values through their authentic involvement with whole school events and the Justice and Mercy activities at the College. There is much data that speaks of their success, but the most significant fact is that 100% of the cohort successfully completed their SACE. To each of these graduates and their families we say congratulations!

Student Attendance

St Aloysius College is proud of its students, parents and staff in regard to the importance placed on attendance at school. In 2021 our students averaged 92% attendance rate for the entire year. Non-attendance is almost always due to ill health, however, the 2021 COVID-19 self-isolation requirements involved 7 or 14 day absences which had a significant impact on student attendance. Wherever possible, learning from home measures were implemented.

Year Level	Attendance Rate (%)	Year Level	Attendance Rate (%)
Reception	91.3	Year 7	92.4
Year 1	93.6	Year 8	91.2
Year 2	94.9	Year 9	92.4
Year 3	93.1	Year 10	87.1
Year 4	94.0	Year 11	88.7
Year 5	91.9	Year 12	88.2
Year 6	93.9		

How non-attendance is managed by the school

Student attendance is taken during morning admin lesson and all absences are recorded on our central administration database system, along with other information such as whether it is a known or unexplained absence.

If we have not heard from a parent/caregiver by 9:00am, the College will contact a parent/caregiver either by mobile phone (SMS or call), home number or work number until we are able to establish the reason for the student’s absence. A follow-up note from a parent/caregiver in the student’s school diary the next day is also required.

Each lesson the subject teacher marks their roll for that class and compares it with the student absentee list for the day to identify any student who may be at school but not at their lesson. The roll is also taken in afternoon admin lesson.

Patterns of absence or lateness are monitored weekly by each Year Level Coordinator and either dealt with by them or brought to the attention of a Deputy Principal for more serious concerns regarding absenteeism.

Parents/Caregivers, along with teachers, play an important role in ensuring students are in attendance each lesson of each school day.

Student Outcomes in Standardised National Literacy and Numeracy Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) assessed all students in Australian schools in Years 3, 5, 7 and 9. St Aloysius College students have participated in online NAPLAN testing since 2018. The table below displays the average NAPLAN scores for each domain in 2021:

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	484.6	455.5	447.2	460.4	417.8
Year 5	508.8	479.6	508.1	501.1	477.5
Year 7	566.6	548.6	559	556.6	555.4
Year 9	603.7	602	602.3	556.6	555.4

When compared with all Australian students, the vast majority of our students' average scores are above both South Australian and National averages. Our school community celebrates the NAPLAN achievement of our students, particularly as we maintain an enrolment policy which does not prioritise highly academic students and a policy which encourage enrolments from diverse socioeconomic and cultural backgrounds.

Teachers use the data from the NAPLAN testing in conjunction with other data on student performance to design learning programs and support individual students.

Senior Secondary Student Outcomes

In addition to 100% of students successfully completing their SACE, the Class of 2021 excelled academically.

Some of the highlights from the class of 2021 include:

- College Dux, Juliana Laverde, achieved an ATAR of 99.7
- Gabriela Cohelo, Ivy Larwood and Paige Gordon also achieved ATARs over 99, placing them in the top 1% of Australia.
- Our students received 36 A+ grades, with 16 Merits awarded across 6 subjects including: Biology, English, English Literary Studies, Italian, Research Project and Society & Culture.
- 48% of all grades were A grade
- 89% of all grades were A or B grades
- 21% of our Year 12 students achieved an ATAR placing them in the top 10% of all Australian students
- 50% of our Year 12 students achieved an ATAR placing them in the top 20% of all Australian students.
- 98% of all students who applied for university received a first-round offer.

Other Recognised Learning

Vocational Education and Training

VET is offered to secondary students in addition to, and to complement, their SACE studies.

A total of 35 students enrolled in VET courses, undertaking 37 qualifications:

- 22 completed a full Certificate III
- 1 completed a full Certificate II
- 1 completed a full Certificate I
- 12 students completed a partial Certificate III
- 1 student completed a partial Certificate I

13% of Year 12 students were enrolled in VET.

Duke of Edinburgh's International Award

Secondary students are offered the opportunity to undertake the Duke of Edinburgh's International Award - Bronze, Silver and Gold levels. Successful participants can be awarded up to 40 SACE credits on completion of the Gold level. In 2021, we had a total of 64 students complete a level of the award:

- Gold – 3
- Silver – 8
- Bronze – 53

Post School University Pathways

A total of 109 students submitted SATAC applications for university. *This number does not include interstate applications.* Our students received university offers in these fields:



33%

Medicine & Health



19%

Humanities, Social Sciences
& Religious Studies



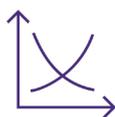
10%

Science & Mathematics



10%

Education & Teaching



9%

Business & Economics



7%

Law & Legal Studies



4%

Engineering



3%

Art & Design



2%

Agriculture & Animal
Studies



1%

Architecture, Building
Design & Planning



1%

Music & Performing Arts

Teacher Standards and Qualifications

In our school we are very fortunate to have a number of teachers with two or more qualifications in education. Moreover, 2% have completed a Doctorate, 19% hold Masters degrees, 16% hold Post Graduate degrees, 92% hold Bachelor degrees, 15% hold Diplomas and 25% hold Graduate Certificates in Catholic Education. In addition, most staff are currently completing a range of tertiary qualifications and other studies to keep at the forefront of educational issues.

Workforce Composition

The St Aloysius College regular staff is comprised of approximately 83% female and 17% male. There were no self-identified Indigenous staff members in 2021. All staff members are required to have the Catholic Archdiocese of Adelaide clearance card and a Working With Children Check (WWCC) through the Department of Human Services. All appointments of staff are made on the basis of merit.

- Number of teaching staff 115
- Number of FTE teachers 98.6
- Number of non-teaching staff 42
- Number of FTE non-teaching staff 28.76

Experience of Teachers

Age Range	Percentage of Teachers
21-30	12%
31-40	24%
41-50	28%
51-60	21%
61+	15%



Student, Parent and Staff Satisfaction

Community consultation on the Master Plan and the 2022-2025 Strategic Plan generated constructive and critical dialogue about our shared hopes for St Aloysius College. We have much to be proud of, and parents and students continue to choose the College for its long standing reputation for excellent education that empowers young women.

We remain deeply committed to continuous improvement and this is evident in all aspects of school life, from the built environment to the social, emotional and academic outcomes of our students. Feedback on the Strategic Plan from parents highlighted room for growth in building closer connection with our parent community and harnessing the potential of engaging with business and industry more actively in our region. We will be taking this feedback on board in our new plan.

Finance - Income Broken Down by Funding Source (2020)



School Improvement 2021

2017-2021 Strategic Plan

The final year of our current Strategic Plan has seen us engaging in extensive consultation for our new plan. We are proud of what we have achieved over the last five years, and we are equally excited about what we have learnt and how we can integrate these learnings moving forward.

The Domains of the 2017-2021 Strategic Plan have served our community well and this plan, together with the Mercy Charter, provided foundation documents which the Leadership Team used to begin our process of reflecting on what we wanted to retain for our new plan and how we would construct an innovative and exciting vision for the next four years. Inspired by Catherine McAuley's words that "We should be shining lamps, giving light to all around us", we have re-imagined the domains of the 2017-2021 plan as Mercy Lights of Believing, Leading, Connecting and Learning of the 2022-2025 Strategic Plan.

Staff, student and parent voices shaped the construction of both plans and we are excited to action our new plan and capture evidence of this action in an innovative digital format, enabling us to document and reflect on our progress in achieving our mission: *"With faith and courage, we nurture in our students an enduring zest for all aspect of life and learning, inspiring them to be confident individuals ready to make a difference in the world."*

Master Plan

Borne from the Strategic Plan, the Master Plan was finalised in 2020 and contains ambitious short and long term visions for the physical design of the school. Earmarked by a proposed new Primary School, the Master Plan has identified a number of opportunities to develop outdoor and breakout areas, to consolidate students services and to provide contemporary learning spaces to meet future needs.

The Master Plan is the result of consultation with students, parents and staff of the College who came together to share reflections on what we value most about this school and its spaces, articulating a clear and desired vision for the future. We know that when all stakeholders in an organisation combine their efforts towards shared goals, great outcomes are possible. It is our hope that the alignment of our actions towards the Strategic Plan and Master Plan goals will enable us to further the vision of Catherine McAuley, and that is to educate young women who are confident, compassionate and willing to act for change.



DOMAIN 1: Catholic Identity

The tradition of Mercy is a powerful expression of our Catholic faith. Our Mercy tradition calls us to justice, hospitality, service, compassion and respect. These values profoundly shape who we are and all that we do. At St Aloysius College, we welcome and value students from diverse cultural, social and faith backgrounds. We celebrate the gift that we are to each other, responding to God's call to be Mercy in the world today.

Strategic Goals:

Mercy at the Heart of Catholic Identity

- 1.1 Continue to build a curriculum that encourages a contemporary approach to teaching Religious Education
- 1.2 Strengthen Religious Education teachers' awareness and inclusion of Catholic Social Teaching in the curriculum
- 1.3 Identify and make explicit the links between our social justice activities and Gospel values
- 1.4 Invite parents to engage more actively in the faith life of our community
- 1.5 Nurture the spiritual life of staff and students, enhancing their capacity to strengthen our Catholic identity

Actions:

- Review Religious Education curriculum, especially in the secondary years, and increase the focus on Catholic Social Teaching
- Provide professional learning opportunities for Religious Education teachers to develop contemporary approaches to curriculum delivery
- Review scope and sequence of courses within and across year levels
- Invite parents to liturgies and masses whenever possible
- Encourage all staff to engage in staff retreats and other activities to nurture their spiritual life
- Develop age-appropriate prayer resources for students and staff leading prayer



DOMAIN 2: Leadership, Vision & Goals



Educating women for leadership in society is central to St Aloysius College's history and vision. Women's role in the world may be more varied than when the early graduates from St Aloysius College led the way in their chosen fields but our graduates continue to make a significant contribution through their professional, working and family lives and in the wider community.

Students at St Aloysius College are encouraged and nurtured to exercise leadership in formal and informal ways. Leaders at all levels communicate the vision of the College to the whole school community and beyond. Mercy shapes the way leadership is exercised in the College. Leaders across the College community including parents, students and staff contribute to strategic planning as part of a strong commitment to shaping our future.

Strategic Goals:

Create New Opportunities for Leadership and Goal Setting Across the Whole Community

- 2.1 Continue to deepen the charism of Mercy as foundational for St Aloysius College leaders
- 2.2 Ensure leadership structures enable innovative and pro-active leadership across the whole College through formal and informal structures
- 2.3 Have a special focus on leadership structures in the primary years
- 2.4 Grow student leadership knowledge, communication and opportunities
- 2.5 Ensure leaders' vision is formed from a consultative approach with the community and communicated with clear understandings and expectations. Implement this vision with appropriate support for students, families and staff
- 2.6 Attract new enrolments. Leaders, staff and community members continue to seek innovative ways of raising awareness of the benefits of a Mercy education

Actions:

- Enhance professional development opportunities in the area of our Mercy charism for staff and student leaders
- Annually review the staff leadership structures to ensure all major aspects of College life are catered for by the structures
- Review the leadership structure in the Primary years
- Explore opportunities for more formal and informal student leadership roles, including a review of the role of the SRC
- Expand the formal, regular mechanisms used to consult staff, students and parents on major ideas and visions for the College
- Establish formal structures for the communication, storage and access to important information as students transition from one year level to the next year level
- Make clear the College policy and practices re placement of students into classes
- Explore new ways of promoting the benefits of an education at SAC

DOMAIN 3: High Quality Teaching and Learning

High quality teaching and learning are essential for educating students to reach their goals and take their place in society as contributors for the common good. Responding to individual needs, teachers and support staff engage in a wide variety of strategies to encourage student-centred learning. Every student is encouraged and challenged to strive for excellence and reach her potential. Whatever path a graduate from St Aloysius College chooses for her life, she will have benefited from dedicated staff who believe in and support students to achieve their best.

Strategic Goals:

Provide Contemporary, Innovative Education for Each Student

- 3.1 Engage and challenge students with contemporary and innovative learning
- 3.2 Foster high quality teaching through well-resourced and relevant professional learning and teacher feedback processes
- 3.3 Build strong collaborative teaching teams
- 3.4 Enhance the accessibility of information to parents, students and staff



Actions:

- Review the Years 7-10 curriculum with the inclusion of Year 7 in the secondary years
- Share best practice, new ideas and pedagogy that are used in classrooms to address diverse student needs
- Implement innovative ways of engaging students in their learning, particularly through inclusive practices
- Enhance professional conversation and consistency in the use of the Australian curriculum
- Implement the Stage 1 and Stage 2 changes to curriculum with the integration of the Australian Curriculum into the senior years
- Provide relevant and well-resourced professional learning for staff
- Develop and evaluate the POR Appraisal process as a means of providing timely and relevant feedback
- Implement a staff feedback process
- Develop ways of using data more effectively to provide feedback to teachers and faculties
- Build collaboration for continual improvement
- Establish platforms for accessible electronic storage of faculty materials
- Build collegiality and team work of teachers through innovative use of school structures
- Explore and implement a parent portal (eg SharePoint, SEQTA) for parents to access up to date information about student tasks and general information
- Enhance the accessibility of College databases for relevant teaching and support staff
- Create and develop the electronic submission of student work in the senior years
- Keep staff informed about personal employment matters

DOMAIN 4: Community and Relationships

At St Aloysius College, relationships are central to well-being, learning and the capacity of each student to achieve her best.

The rich tapestry of cultures, faiths and traditions that create our strong sense of identity emanates from the diversity of students. The capacity to respect and celebrate diversity is an essential skill for contemporary learners. An articulated and lived commitment to relationship-building between teachers, students and families is evident across the school community. An active social justice program encourages students to be aware of the needs of others and contribute to the creation of a better world.

Strategic Goals:

Articulate Relationships as Vital for Well-being, Learning and Shared Life

- 4.1 Engage families in new ways to increase their voice and participation in the life of the St Aloysius College community
- 4.2 Articulate relationships as central to St Aloysius College's shared life, governing behavioural expectations across the whole community
- 4.3 Deepen the cultural commitment to dialogue and respect for diversity as an expression of St Aloysius College's life and as a contribution to the wider community
- 4.4 Enhance new opportunities for staff and student voices to contribute to planning and evaluation
- 4.5 Review, communicate and ensure consistent implementation of policies across the College

Actions:

- Invite parents to family forums on relevant topics of interest (eg cybersafety)
- Increase parental representation on College Advisory Council
- Begin to explore the possibilities of restorative justice and positive education as frameworks for behaviour management/personal responsibility
- Look at ways to ensure the College uniform policy is enforced consistently across the College
- Audit where Indigenous Education is present in the curriculum
- Harness the leadership activities to build community and relationships
- Provide new opportunities for staff to contribute to planning major College initiatives
- Develop and/or review risk assessments for all major College events, excursions and incursions



DOMAIN 5: Finance, Infrastructure and Services

This domain is critical in providing resources to enable the vision of Catherine McAuley to provide excellent education for girls and young women to be realised at St Aloysius College. Affordable school fees enable us to welcome all families, regardless of socio-economic background. The maintenance and stewardship of our existing facilities, along with a view to continuous improvement, creates a vibrant learning environment for our students.

Effective communication with families and streamlined services to parents are key objectives in this domain. Prudent financial management strengthens our capacity to deliver our objectives. Our Mercy values underpin our decision-making and priorities in the financial and resource management of the College.

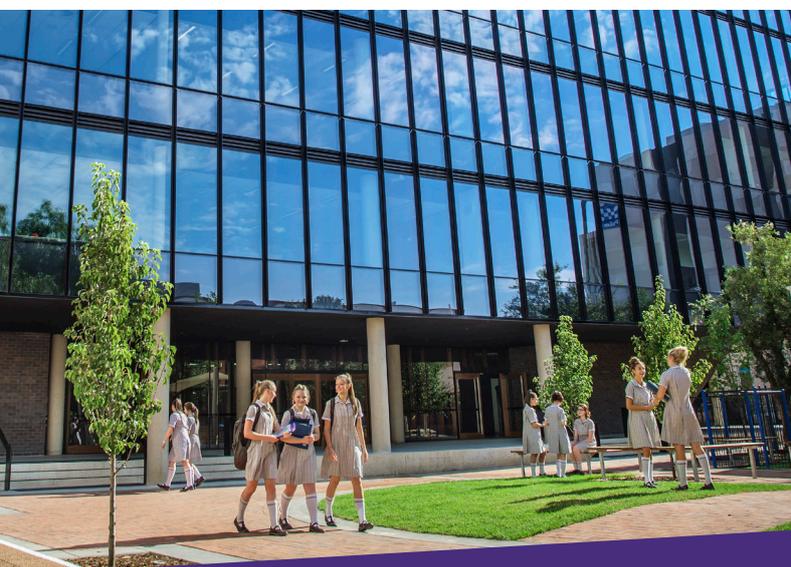
Strategic Goals:

Effective Resource Management

- 5.1 Investigate ways to maintain affordability of an excellent education at St Aloysius College
- 5.2 Review data collection, storage, accessibility and use across the College
- 5.3 Develop a consultative process for the development of major school facilities and the College environment
- 5.4 Maintain and constantly improve the integrity, compliance, safety and ethical stewardship of the College
- 5.5 Ensure the College's financial management is effective in maintaining its ongoing viability and the achievement of strategic goals.
- 5.6 Improve the quality of our support structures to meet the highest standards in service

Actions:

- Continue to seek ways to minimise the cost of the College uniforms
- Identify and maximise supplementary income streams
- Continue to collect fees in a fair and consistent manner
- Explore digital solutions to increase efficiencies and share data
- Audit our ICT infrastructure for capacity, reliability and speed
- Work towards a master plan for College facilities
- Investigate spaces for lunch time play
- Fund improvements in campus sustainability initiatives
- Ensure that all opportunities to maximise grant funding are explored
- Strategise to ensure that the College remains diverse socio-economically
- Optimise cash flows to minimise the cost of bank interest
- Identify and implement professional development for our support staff
- Review our campus accessibility and support services (eg OSHC, Uniform Shop, Canteen, Library, SAC Office) in order to meet our families' needs





ST ALOYSIUS COLLEGE

53 Wakefield Street
Adelaide, South Australia 5000
www.sac.sa.edu.au