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St Aloysius 

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 Mercy Ministry Companions (MMC) 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 designated spaces for each year level, brought together by the shared spaces that include the gymnasium and fitness centre, five Science laboratories, a fully rigged Drama theatre, an impressive open plan Art space, the extensive Redden Undercroft and the magnificent Heritage listed College Chapel.

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 last year has been pivotal to the realisation of the Master Plan, as we have taken significant steps towards building a new primary school in the heart of the College. This necessitated major transitional works, constructing classrooms to relocate students when building commences at the end of 2024. Knowing the scale of the project, we wanted the temporary learning spaces to meet the needs of our students. The Village, as we have called it, is now a vibrant hub of learning and exciting plans and the design of the new Dunlevie Building will open up a raft of new learning opportunities for our students.



The return to overseas travel has supported our thriving Languages program, with study tours and exchanges to France, Italy and Indonesia taking off since November. An appreciation for cultural diversity is an inherent benefit of an education at St Aloysius College, thanks to the diversity of our enrolment profile. This diversity fosters the understanding that language provides a doorway to culture, and hence our enrolments in senior languages classes continue to be strong. I am grateful to the many teachers who commit considerable time, often in their holidays, to make these experiences possible for our students.



This year, for the first time, Year 9 students were given more choice in their subject pathways. We know that increasing choice for young people can improve motivation and engagement, and we are also aware that families appreciate the breadth of learning that SAC supports in the secondary years. Balancing these priorities is key to our success as a school.

Pathways in vocational learning also continue to diversify. Whilst the vast majority of students still want to pursue tertiary studies, we are also seeing an increased interest in trade pathways. This has been well supported by our Career Expo, which last year had an increased focus on Women in Science, Technology, Engineering and Mathematics (STEM), as well as Trades. Born to Build is a network aiming to increase the visibility and awareness of careers in the building and construction industries. The Sisters of Mercy have always encouraged graduates to blaze a trail for women in South Australia, and we continue to be inspired by their work and encourage our graduates to follow the road less travelled.



As Catholic schools, we are called to foster experiences of joy in daily life, and through these moments, open students' hearts and minds to the joy of the Gospel. This has been the focus of a collaborative project between the Archdiocese of Adelaide with schools and other Catholic organisations. The project acknowledges that in schools, we explore the joy of the Gospel in "three fundamental ways: bearing witness; cultivating knowledge; and fostering relationships of dialogue."¹ Just as we recognise God's presence in our own lives, we strive to acknowledge God's presence in our school community. We create learning experiences across all subjects that help young people to understand the world in new ways. And we build relationships that make God's love visible to students, so that their lives are transformed by love. This can be seen daily around the school grounds, where mercy is in action at every turn. Joy is very much part of daily life at SAC, a joy which illumines our lives and has its ultimate source in God's loving presence. Joy and mercy underpin our ethos and will always be the highlights of the life of this community.

¹ Drawn into the Joy of the Gospel, 2023 Catholic Archdiocese of Adelaide



Student Attendance

St Aloysius College is proud of its students, parents and staff in regard to the importance placed on attendance at school. In 2023 our students from Reception to Year 12 averaged 89% attendance rate for the entire year. Non-attendance is almost always due to ill health. However, due to the COVID-19 pandemic, there were significant periods of self-isolation, significant mass-spreading events within cohorts and generally high infection rates which had a substantial impact on student attendance. It should be noted that wherever possible, learning from home measures were implemented when students were forced to remain at home, however these were mandated to be recorded as absences, contributing to a higher overall absentee rate.

Year Level	Attendance rate (%)	Year Level	Attendance rate (%)
Reception	90.64	Year 7	88.5
Year 1	88.43	Year 8	87.98
Year 2	92.42	Year 9	87.16
Year 3	90.13	Year 10	87.59
Year 4	90.24	Year 11	85.99
Year 5	91.72	Year 12	84.49
Year 6	91.52		



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) assesses 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 2023:

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	434	443	455.7	421	411
Year 5	527	506	517	519	497
Year 7	559	550	545	555	533
Year 9	598	600	580	580	567

When compared with all Australian students in all year levels, 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 preference 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 2023 achieved outstanding results.

Some of the highlights from the class of 2023 include:

- College Dux, Isabelle Chen, achieved an ATAR of 99.4
- Rachita Sukhija (99.05) also achieved ATARs over 99, placing her in the top 1% of Australian students.
- Our students received 49 A+ grades, with 21 Merits awarded across 8 subjects including: Ancient Studies, English, English as an Additional Language, Information Processing & Publishing, Legal Studies, and Research Project.
- 45% of all grades were A grade.
- 87% of all grades were A or B grades.
- 27% of our Year 12 students achieved an ATAR placing them in the top 10% of all Australian students.
- 49% 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 in South Australia received an offer in the first round, with 86.7% receiving an offer for their first or second preference.
- India Bament-Sitkowski received a Governor of South Australia Commendation – Aboriginal Student SACE Excellence Award.



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 41 students completed VET Qualifications.

- 39 completed a full Certificate III
- 1 completed a full Certificate II
- 1 completed a full Certificate I
- 3 students completed their SACE and would not have done so without a VET Qualification
- 34% of students who completed SACE also studied VET courses

Post School University Pathways

Our students received university offers in the following fields. The calculations below exclude international students as they receive more than one offer for university. Based on 120 students:



33%

Medicine and Health



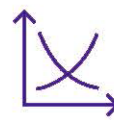
19%

Humanities, Social Sciences
and Religious Studies



10%

Law and Legal
Studies



6%

Business and Economics



6%

Education and Teaching



5%

Architecture, Building
Design and Planning



5%

Engineering
(includes software, civil,
mining and electrical)



5%

Science



4%

Art and Design



3%

Computing and
Information Technology



3%

Music and Performing Arts

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. This is an International Award recognised in over 150 countries around the globe. Successful participants can be awarded up to 40 SACE credits on completion of the Gold level. In 2023, we had a total of 78 students complete a level of the award:

- Gold – 5
- Silver – 32
- Bronze – 41



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, 1% have completed a Doctorate, 25% hold Masters degrees, 74% hold Bachelor degrees. 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 85% female and 15% male. There were 2 self-identified Aboriginal staff members in 2023. 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 114
- Number of FTE teachers 99.8
- Number of non-teaching staff 43
- Number of FTE non-teaching staff 30.4



Experience of Teachers

Age Range	Percentage of Teachers
21-30	15%
31-40	27%
41-50	28%
51-60	17%
61+	13%



Student, Parent and Staff Satisfaction



In 2023, we invited parents from Reception to Year 12 to attend a parent forum as a new way of engaging our parent community. The concept of a forum was suggested by a parent member of the College Advisory Council, and it proved to be popular, with 83 parents registering to attend the first forum. The agenda was partially generated by the College Leadership Team, as we saw this as an opportunity to share plans for our new Dunlevie building with the parent community. Parents were very appreciative of the chance to see and comment on the plans.

Following the Master Plan update, we selected the most popular topics as generated by parent suggestions from the registration survey, to add two more topics to the agenda. The first was Parent/Student/Teacher Learning Reviews and the importance of feedback in the learning and teaching cycle. The second was the College Uniform and this made space for us to share the status of our uniform review and a likely timeline for implementation of a new uniform. We were grateful for the high level of parent engagement in the forum and the positive nature of the interactions at this event. It is a mechanism we intend to build on further in 2024.

The Year 9 curriculum has expanded the range of subject choices for students, following consultation with staff, students and families. We know that choice and motivation go hand in hand, and whilst we were concerned that removing the requirement for students to study a language (Italian, French or Chinese) in Year 9 might reduce our enrolments in Languages in the senior years, we were also aware that students were keen to have greater agency in their learning and subject choice was part of that agency. It appears that senior years Languages enrolments remain strong and Year 9 students have appreciated the increased flexibility of their pathways.

Finance - Income Broken Down by Funding Source (2022)

Australian Government recurrent funding	\$13,493,364
State/Territory Government recurrent funding	\$3,682,266
Fees, charges and parent contributions	\$8,681,669
Other private sources	\$858,497
Total gross income	26,715,796
Less deductions	\$2,322,180
Total net recurrent income	\$24,393,616



2022-2025 Strategic Plan

Inspired by Catherine McAuley's words that "We should be shining lamps, giving light to all around us", we have, as a community, created our 2022-2025 Strategic Plan to reflect as Mercy Lights of Learning, Leading, Connecting and Believing.

We are excited to action our new plan and capture evidence of this action in an innovative 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."*



Our Mercy Lights

Learning



Teachers and students collaborate in an environment of high expectations and high support. We believe in every student's capacity to succeed, and we celebrate all learners.

Actions

- Deliver meaningful and innovative learning experiences for all students
- Create learning environments where teachers love teaching and students love learning
- Continue to create diverse pathways for students to pursue their passions

Future

- Students are engaged, motivated and inspired to achieve their best
- Staff collaborate and engage in professional learning to improve teaching practice and learning experiences for students
- All students experience success and identify future pathways

Leading



We are leaders in girls' education, acting with courage to create a more just world. We nurture the leadership capacity of our students and staff.

Actions

- Create a culture of collaboration to lead improvement
- Increase diversity in all forms and levels of leadership
- Adopt sustainable practices in decision-making and use of resources

Future

- Student and staff voices shape all aspects of school life
- Diverse leadership stories are regularly shared and celebrated
- The College leads the way in sustainability and our students and staff strive for environmental justice

Our Mercy Lights

Connecting



We are a community of care in which every student is valued. We work in partnership with our families and the community around us to engage students with the world.

Actions

- Engage with and care for all members of our community
- Prioritise inclusive practices in our interactions and communications
- Continue to forge connections with the wider community

Future

- Students, staff, parents, caregivers and the wider community connect regularly and enjoy participating in whole school events
- All students and families are valued and supported so that students live life to the full
- Our students are engaged with the world beyond the classroom

Believing



As a Catholic school in the Mercy tradition, faith is at the heart of our mission. We grow the commitment and capacity in each student to be a sign and an agent of God's love.

Actions

- Build a shared responsibility for Justice and Mercy initiatives
- Strengthen the spirituality of all students and staff to make a difference in the lives of others
- Embody Mercy values in all interactions

Future

- The College continues to enrol students from diverse cultural, religious and socio-economic backgrounds
- Connections between faiths deepen understanding of and respect for our own spirituality and other faiths
- Mercy values are evident in all aspects of school life

Master Plan

With a new strategic plan established for 2022, it was timely to revisit and refresh the Master Plan to ensure the strategic and physical vision for the school aligned. Earmarked by a proposed new Primary School, the Master Plan has identified a number of opportunities to develop outdoor and breakout areas, to consolidate student services and to provide contemporary learning spaces to meet future needs.

The Master Plan contains ambitious short and long term visions for the physical design of the school, with the refresh focussing on the new and upcoming classroom and pedagogical technologies emerging over recent years. 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.



St Aloysius

