



St Aloysius College

Annual Report to Community 2024



Letter from Mercy Education



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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.

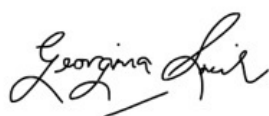
As a Catholic school, informed by the legacy of Catherine McAuley and the Sisters of Mercy, St Aloysius College educates generations of students and empowers them to enter the world as Mercy people with a mission to look beyond themselves and drive change.

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, Paddy McEvoy, 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.



Georgina Smith

Board Chair

Mercy Education Ltd

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 governed by Mercy Ministry Companions (MMC) via Mercy Education Limited. The College was established in 1880. A Montessori Early Learning Centre was opened within the College grounds at the start of 2009.

Our school has a long tradition of excellence in both academic and creative pursuits. Students have high success rates with 100% completing their SACE studies each year and over 95% of 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 well-appointed Drama theatre, an impressive open plan Art space and the magnificent Heritage-listed College Chapel.

Students come to St Aloysius College from a diverse range of cultural, socio-economic and geographical backgrounds. Our CBD location means students have easy access to the city's vast resources and we make extensive use of our central location to educate active and engaged citizens.



Major Highlights of the Year

Construction of the new Dunlevie Building, which will be home to students from Reception to Year 6 from mid-2026, is well underway. Our partnerships with Grieve Gillett and Hayball Architects, along with builders Schiavello and project managers RCP, have been central to the smooth running of the project to date. We are so excited to see our vision for a contemporary and innovative space for primary years learning becoming a reality.



Community gatherings for Mother's Day and Father's Day have gone from strength to strength over the last few years. Parents and grandparents are always keen to share these special moments with students, and the experience of COVID gave us a renewed appreciation for the opportunities we have to come together and celebrate. We are grateful for the staff whose thoughtful planning and preparation makes each event so memorable.



Another way we bring people together at SAC is through the various concerts and performances hosted by the Music and Drama departments throughout the year. The Spring Concert at the Town Hall, Spectacular at the Entertainment Centre, Sunday Soirees and Immersion Concerts give our Music students myriad opportunities to showcase their talents. Likewise, from Year Level Drama nights to the whole school production, our talented actors are front and centre. The performing arts are thriving at SAC, and it is a joy to see the students grow in confidence throughout the year.



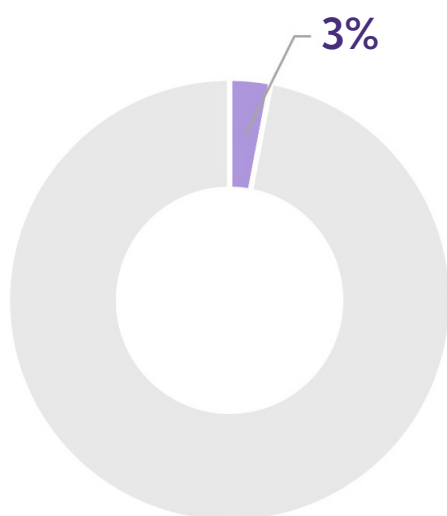
In 2024, our Senior Mock Trial team won the statewide competition with a team made up of passionate public speakers from Years 10 to 12. Students also represented the College with pride at the Frayne Speech Festival, the Evatt Model United Nations Competition and the Rostrum Voice of Youth Competition. These experiences provide a platform for students to find their voice and speak with passion on the issues that matter to them. It is not surprising that SAC students are so well represented, given the way student voice is nurtured and developed from Reception through to Year 12.



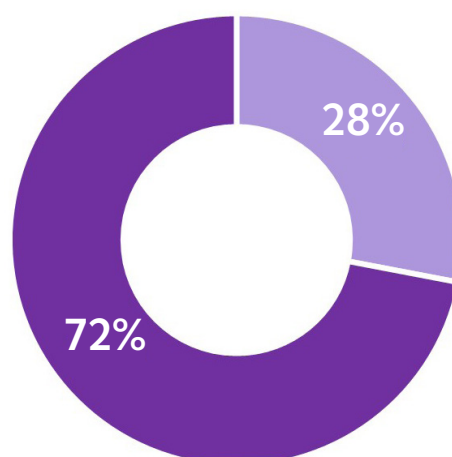
Student Profile

Full-Time Enrolments: 1137

Indigenous Students



Language Background
other than English



School Attendance

St Aloysius College is proud of its students, parents and staff in regard to the importance placed on attendance at school. In 2024 our students from Reception to Year 12 averaged 90% attendance rate for the entire year. Non-attendance is almost always due to ill health.

Year Level	Attendance rate (%)	Year Level	Attendance rate (%)
Reception	89.68	Year 7	91.57
Year 1	91.39	Year 8	88.10
Year 2	90.01	Year 9	86.86
Year 3	91.73	Year 10	87.17
Year 4	90.75	Year 11	89.49
Year 5	91.46	Year 12	85.67
Year 6	90.65		



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.

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 2024:

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	450.1	438.9	413.5	434.9	414.4
Year 5	512.7	516.3	509.6	511.8	474.3
Year 7	550.7	571.9	545.6	554.9	540.1
Year 9	587.8	621.2	582.6	595	568.9

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 2024 achieved outstanding results.

College Dux, Poshika Magesh, achieved an ATAR of 99.2.

Our students received 69 A+ grades with 17 Merits awarded across 8 subjects, including: Ancient Studies, Drama, Essential English, English, Information Processing & Publishing, Psychology, Research Project and Visual Arts – Design.

Highlights from the class of 2024 include:

- 30% of students achieved an ATAR over 90, placing them in the top 10% of all Australian students.
- 58% of students achieved an ATAR over 80, placing them in the top 20% of all Australian students.
- Over 75% of our Year 12 students achieved an ATAR over 80, placing them in the top 30% of all Australian students.
- 52% of all subject grades were A grades
- 88% of all subject grades were A or B grades
- 98% of all students who applied for university received a First-Round offer.



Other Recognised Learning

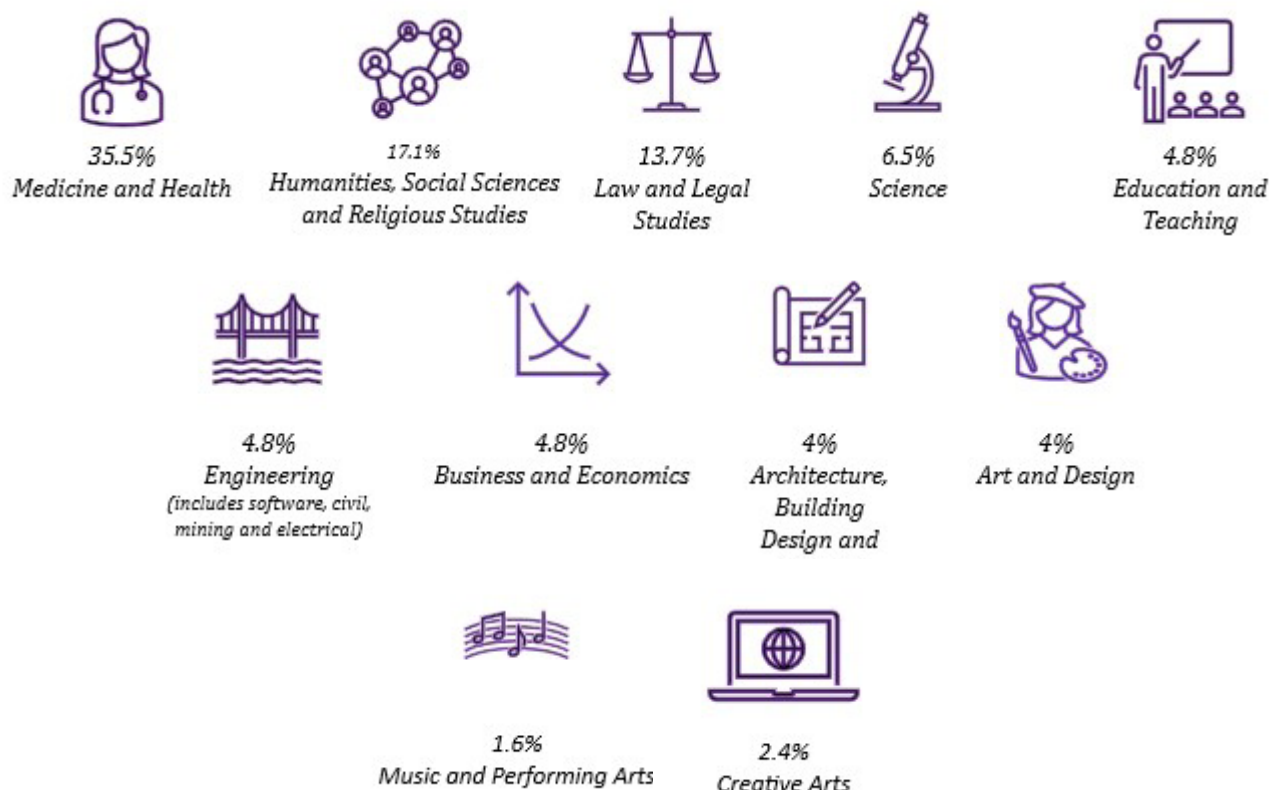
Vocational Education and Training

VET is offered to secondary students in addition to, and to complement, their SACE studies. A total of 24 students completed VET Qualifications.

- 21 completed a full Certificate III
- 3 completed a full Certificate II
- 1 student participated in a School Based Apprenticeship whilst completing SACE
- 6 students completed their SACE and would not have done so without a VET Qualification
- 20.93% 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 135 students:



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 are awarded SACE credits on completion of the Gold level.

In 2024, we had a total of 57 students complete a level of the award:

- Gold – 13
- Silver – 21
- Bronze – 23



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, 29% hold Masters degrees, 76% 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 87% female and 13% male. There were 4 self-identified Aboriginal staff members in 2024. 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	109.0
• Number of FTE teachers	95.3
• Number of non-teaching staff	56.0
• Number of FTE non-teaching staff	39.0



Experience of Teachers

Age Range	Percentage of Teachers
21-30	11%
31-40	29%
41-50	25%
51-60	19%
61+	16%



Student, Parent and Staff Satisfaction

At the end of 2024, students (from Years 5 to 12), parents and staff were surveyed about our progress towards the goals articulated in the Mercy Lights Strategic Plan. The responses were very affirming in all four Mercy Lights: Learning, Connecting, Leading and Believing.

Students, parents and staff all agreed that there is a strong learning culture at the College, which promotes high expectations and educates young women to have choice and agency in their post-school pathways. Visitors to the College at school tours often observe how focused and engaged students are in classrooms across the school and appreciate the positive relationships students have with their teachers. This was also evident in the strong agreement with statements in the Connecting light regarding care for all and inclusive practices in communication. Parents have greatly appreciated the way in which SEQTA facilitates more frequent and contextualised feedback for students on their work, rather than waiting for the end of semester report.

In the Believing Light, students, staff and parents see that the Mercy values are well known and visible around the school and that we work hard to commit to living these values in our everyday lives. Experiences of prayer, retreats and Masses are also appreciated by staff and students, who recognise the importance of the spiritual dimension of an education at SAC. There is a strong connection between the Justice and Mercy activities that are a hallmark of the College and the call to live the Gospel as a Catholic community.

In the final year of this Strategic Plan, we are already working on the next iteration. The Mercy Lights concept has resonated strongly at SAC, and we look forward to planning with the community the ideas and actions that will see us continue to grow and improve beyond 2025. This will involve finding new and better ways to honour the diversity in our midst, and to ensure that genuine pathways exist for all students both within and beyond SAC.



Finance – Income Broken Down by Funding Source (2023)

Australian Government recurrent funding	\$13,909,277
State/Territory Government recurrent funding	\$3,497,565
Fees, charges and parent contributions	\$9,142,824
Other private sources	\$1,695,384
Total gross income	28,245,050
Less deductions	\$522,133
Total net recurrent income	\$27,722,917



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

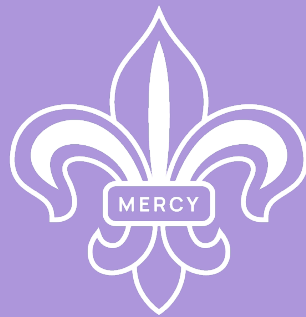
The Masterplan refresh was undertaken in 2023, identifying a number of opportunities to develop outdoor and breakout areas, to consolidate student services and to provide contemporary learning spaces to meet future needs.

The Masterplan contains ambitious short and long term visions for the physical design of the school, with the most significant project becoming a reality in 2024 – the demolition of the existing Dunlevie Building to make way for the construction of a brand new vertical Primary School. After 100 years of great memories and countless uplifts over time, the Dunlevie Building was demolished in December 2024 to prepare the site for a purpose-built four storey Primary School complete with a rooftop terrace and play space.

Together with our Project Managers, RCP, Architects Grieve Gillet Anderson and Hayball, along with our Builders Schiavello, the College is embarking on the most significant build of its history. An ambitious 18 month building program will see the construction of a Primary School centred on learning neighbourhoods fit for contemporary pedagogical practices. With 21 general learning areas, year level specific learning neighbourhoods, purpose-built sensory and break out spaces, along with Primary Music, STEM and maker-spaces, the new Dunlevie Building will stand proud in the centre of the campus in the centre of the city. It will be the largest purpose-built vertical Primary School in South Australia and presents exciting opportunities for our Primary educators to focus on the new and upcoming classroom and pedagogical technologies emerging over recent years.

It is our hope that the alignment of our actions in the Masterplan towards the Strategic Plan initiatives 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 College

Compassion . Hospitality . Justice . Service . Respect . Courage