

Annual Report to Community 2025

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.

Principal

Ms Paddy McEvoy

SAC Acknowledgement of Country



St Aloysius College acknowledges the Kurna people of the Adelaide Plains as the traditional owners and custodians of this country upon which our College is located.

We recognise and pay our respects to the elders both past and present for they hold the memories, the traditions, the culture and the hopes of Aboriginal Australia. We acknowledge that they are of continuing importance to Kurna people today.

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Board Chair and Chief Executive Officer, Mercy Education Ltd

The 2025 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.

We hope that as you read this report, you too will share my delight and that of the Mercy Education Board of Directors and the staff at the Mercy Education National Office at the many triumphs of 2025. 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.

2025 was a significant year in the life of the Universal Catholic Church. It was a Jubilee Year, held every 25 years. The theme for this year is Pilgrims of Hope. A report of this nature captures the inherent hope in the community that is St Aloysius College. This report is explicit in describing the inherent hope in this school community and its aspiration to engender hope to the world. This aspiration is what is 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 and the staff at the Mercy Education National Office recognise 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.

We 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.

Karen Jongbloed

Acting Chair, Board Director
Mercy Education Limited

Andy Kuppe

Chief Executive Officer (Interim)
Mercy Education Limited



School Information

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

The development of the new Dunlevie building, soon to open in the heart of the College, has led us to reflect on the importance of physical spaces in shaping students' learning experiences. As we redesigned those spaces around learning commons surrounded by rooms of different sizes and shapes to support diverse student needs, we were conscious of the ways contemporary architecture can better support learners. Watching this development move from idea generation to reality has been such an exciting journey, and we can't wait to see the learning made possible in these spaces for generations to come.



Throughout this massive project, I have been so impressed by and grateful for the way our staff, students and their families have adapted to the reconfiguration of the campus. Goodwill and understanding have been paramount, and creativity and innovation have emerged from the challenges of finding new spaces. When the development is as visible as this one, we can tolerate the disruption in the knowledge that great things are happening!

Progress Through Partnership





St Aloysius
College



Activating Identities, Inspiring Futures

One of the clearest examples of students embracing the transformational power of education has been the introduction of a new Year 12 subject in SA called Activating Identities and Futures (AIF). This is a compulsory subject for every student completing their SACE. Rather than beginning with answers, students begin with questions – questions about identity, purpose and the kind of learner they want to be. The freedom to set their own learning goals led to remarkable diversity in the evidence produced: from video choreography and family stories to innovative garment design and exploration of languages and cultures. The outstanding Semester 1 results affirmed what we already know: when students are given agency and trusted to experiment, deep learning follows.

Transeasonal Uniform Launch

SAC launched our new transeasonal uniform for 2026 last November with a vibrant fashion parade of uniforms across the decades. The new design, created through student, staff and parent collaboration, reflects SAC's commitment to inclusivity, comfort and choice, blending tradition with modernity. We were delighted to welcome so many of the Adelaide Sisters of Mercy to the launch, women whose courage and compassion continue to shape the College community today. It has been a joy to see the students "wearing it purple" around the school grounds this year and truly embracing the full suite of uniform items on offer.



Pilgrims of Hope: Walking Together

Supporting young people to be the best version of themselves is central to the work of every staff member at SAC, whatever their role.

As important as the work that we do is the way that we do it, being true to Mercy values in all our interactions and modelling these for our students.

The liturgical theme for 2025 was Pilgrims of Hope: Walking Together, and the staff at SAC create a school culture that is hope-filled and future-focused, encouraging each other and their students to believe in themselves. The quality of the SAC staff is the central pillar underpinning our success since 1880.



Community Focus



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.



From The RAP Committee

St Aloysius College has a strong and enduring commitment to reconciliation, demonstrated through a rich history of supporting Aboriginal students. Our school has continued this commitment through the implementation of a Reconciliation Action Plan (RAP), first established in 2022 and reviewed and updated annually.

The RAP committee consists of the Principal, leadership, staff members, students and parents, with strong Aboriginal representation within these key groups ensuring cultural knowledge and perspectives guide our work. Reconciliation Action Plans progress through four stages: Reflect, Innovate, Stretch, and Elevate, each representing increasing levels of commitment and strategic action toward reconciliation. Our 2025 Reconciliation Action Plan (RAP) reflects a stage of development between Innovate and Stretch, highlighting our continued progression and commitment to embedding reconciliation in all aspects of school life.

The RAP Committee's 2025 actions included:

- Building and strengthening relationships with Aboriginal and Torres Strait Islander students, families and communities
- Embedding cultural respect through Acknowledgement and Welcome to Country, and visible recognition of culture across the school
- Integrating Aboriginal and Torres Strait Islander histories, cultures and perspectives across the curriculum
- Supporting Aboriginal and Torres Strait Islander students through culturally safe, inclusive and affirming practices
- Developing staff cultural responsiveness and ongoing professional learning
- Promoting anti-racism and fostering an inclusive, informed school community
- Engaging all staff in the implementation and ongoing development of the RAP
- Monitoring progress, celebrating achievements and continuing to grow reconciliation practices across the College
- Providing opportunities to engage with Aboriginal and Torres Strait Islander languages and local culture





Talent Shines & Confidence Grows

We bring passion and people together at SAC through the various concerts and performances hosted by the Music and Drama departments throughout the year. The College Production of *Charlie and the Chocolate Factory* brought together 140 students and many dedicated staff to perform four spectacular shows at the Arts Theatre.

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.





SAC Music Ensembles 2025

Choirs

- Catch 22
- Catholic Schools Music Festival Choir
- Jazz Choir
- Middle School Choir
- Primary Choir
- Senior Choir

String Ensembles

- Junior String Ensemble
- Senior String Ensemble

Percussion Ensembles

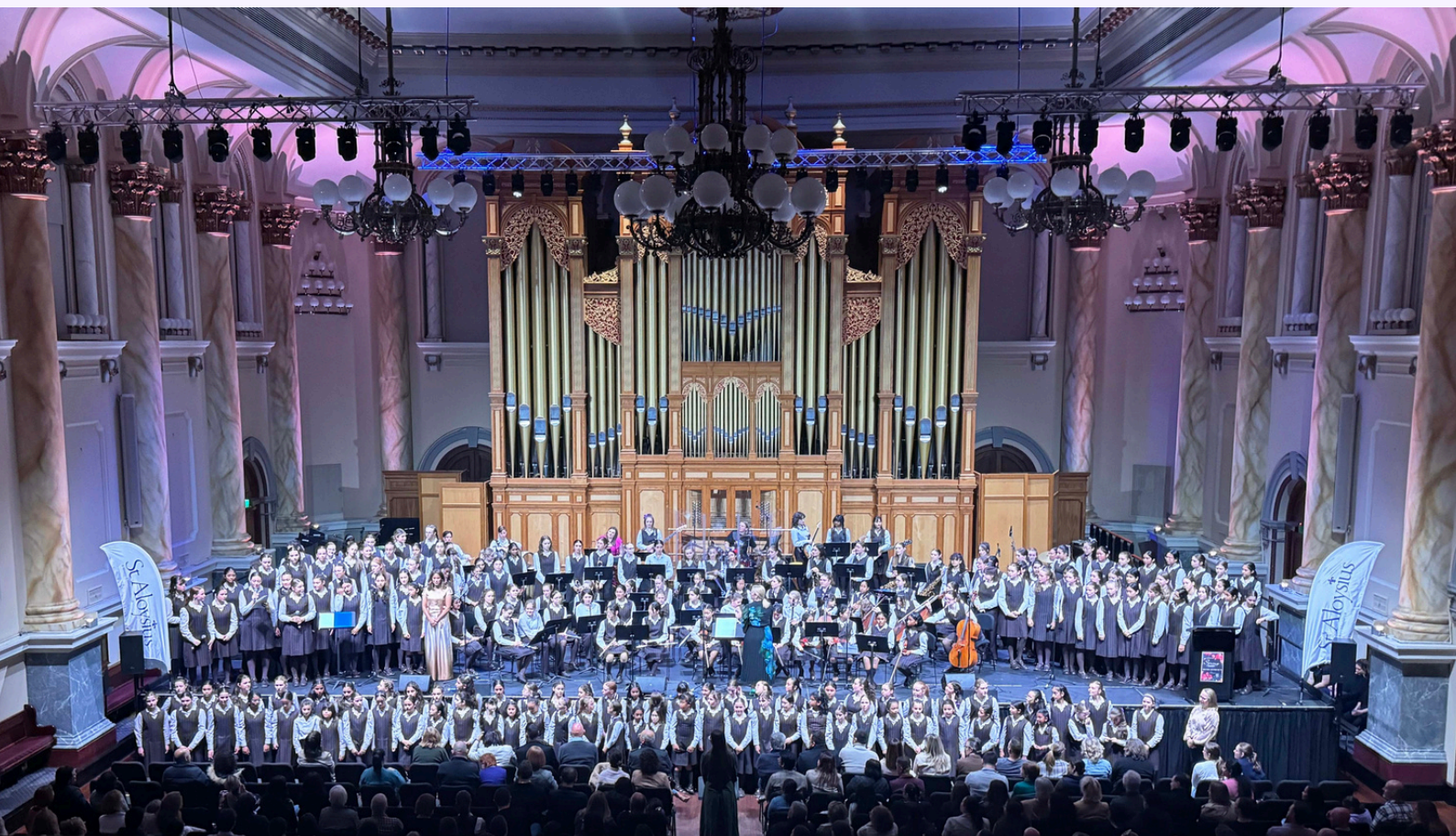
- Tuesday Drum Corps
- Friday Drum Corps

Instrumental Ensembles

- Flute Ensemble
- Middle School Concert Band
- Orchestra
- Primary Concert Band
- Senior Concert Band
- Small Jazz Combo
- Stage Band

Rock Bands

- Senior Rock Band
- Year 5/6
- Year 7/8
- Year 9
- Year 10
- Year 10-12





Sports at SAC

Sports:

- Australian Rules Football
- Badminton
- Basketball
- Dance
- Fitness
- Netball
- Soccer
- Tennis
- Touch Football
- Volleyball
- Water Polo

Interschool Carnivals & Knockout Sport:

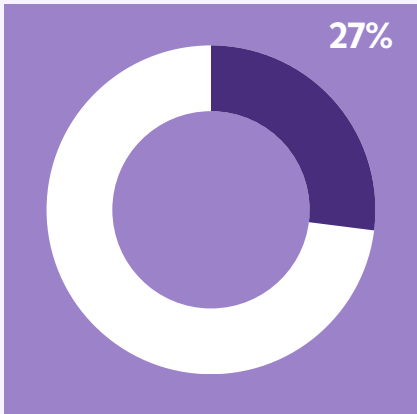
- Athletics
- Australian Rules Football
- Basketball
- Netball
- Soccer
- Softball
- Swimming
- Tennis
- Touch Football
- Volleyball



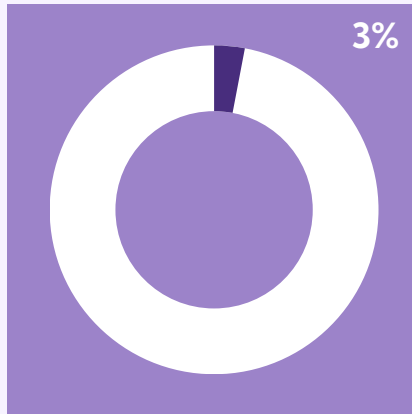
Student Profile

Full-Time Enrolments: 1091

Language Background other than English

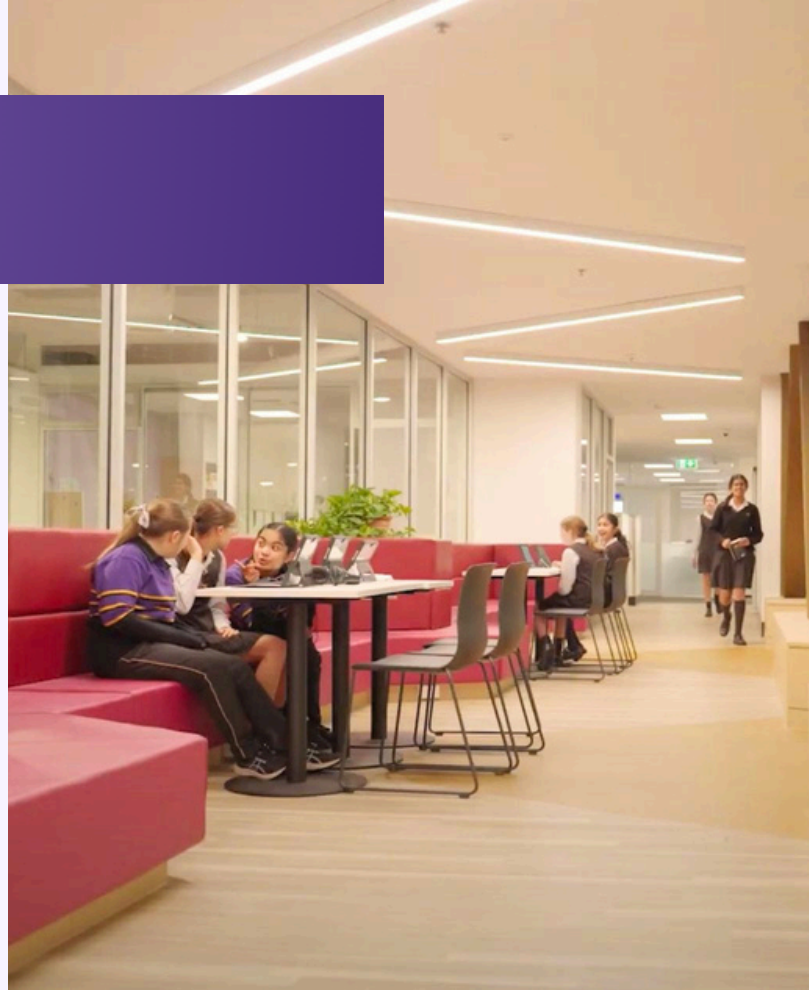


Indigenous Students



School Attendance

St Aloysius College is proud of its students, parents and staff in regard to the importance placed on attendance at school. In 2025 our students from Reception to Year 12 averaged 89.3% attendance rate for the entire year. Non-attendance is almost always due to ill health.



Year Level	Attendance Rate (%)	Year Level	Attendance rate (%)
Reception	91.92	Year 7	89.84
Year 1	90.70	Year 8	90.40
Year 2	91.46	Year 9	85.85
Year 3	90.07	Year 10	85.81
Year 4	91.89	Year 11	85.90
Year 5	89.19	Year 12	88.38
Year 6	90.60		





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 2025:

Year Level	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3	439.6	441.3	428.2	434.9	410.5
Year 5	503.9	490.7	494.4	506.1	471.6
Year 7	568.7	588.3	568.8	562.3	543.7
Year 9	591	621.6	583.9	588	567.5

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 inclusive 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: 2025 Academic Results

In addition to 100% of students successfully completing their SACE, the class of 2025 achieved outstanding results. Our College Dux, Emily, achieved an ATAR of 98.35.

Year 12 student Jasmin, who was one of 40 students in South Australia to receive a Governor of South Australia Commendation Excellence Award, which recognises excellent achievement in their Year 12 subjects, as well as success in developing one or more SACE capabilities.

Our students received 50 A+ grades with 12 Merits awarded across 9 subjects, including:

- Activating Identities and Futures
- Ancient Studies
- Business Innovation
- English
- English Literary Studies
- General Mathematics
- Psychology
- Workplace Practices





Highlights from the class of 2025 include:

- 100% SACE Completion
- 28% of students achieved an ATAR over 90, placing them in the top 10% of all Australian students.
- 55% of students achieved an ATAR over 80, placing them in the top 20% of all Australian students.
- Over 70% of our Year 12 students achieved an ATAR over 70, placing them in the top 30% of all Australian students.
- 53% of all subject grades were A grades
- 90% of all subject grades were A or B grades
- 95% of all students who applied for university received a First-Round offer.

Curriculum

In 2025, St Aloysius College offered the following curricula:

- Early Years Framework: Playgroup & OSHC program
- Australian Curriculum: R-10
- South Australian Certificate of Education (SACE): 10-12
- Modified SACE
- Vocational Education and Training (VET)
- University of Flinders Extension Studies: Year 12

Our R-10 curriculum is underpinned by the Australian Curriculum, with students in R-10 undertaking studies in the following Learning Areas:

- English
- Mathematics
- Science
- Health and Physical Education
- Humanities and Social Sciences (HASS) – comprising the subjects of Civics and Citizenship, Economics, Geography and History
- The Arts – comprising the subjects of Dance, Drama, Media Arts, Music and Visual Arts
- Technologies
- Languages – students in R-6 study Chinese (Mandarin) and from Year 7 onwards, they can choose to continue with Chinese (Mandarin) or select French or Italian. Language subjects can be studied through to SACE Stage 2 level. From Year 9, studying a language becomes an elective and in Year 10, students have the option of studying Stage 1 Indonesian (Beginners) and Stage 2 Indonesian (Beginners) in Year 11. Students studying languages also had the opportunity to immerse themselves in their language studies by participating in our Study Tours to China, France and Italy in 2025/6.



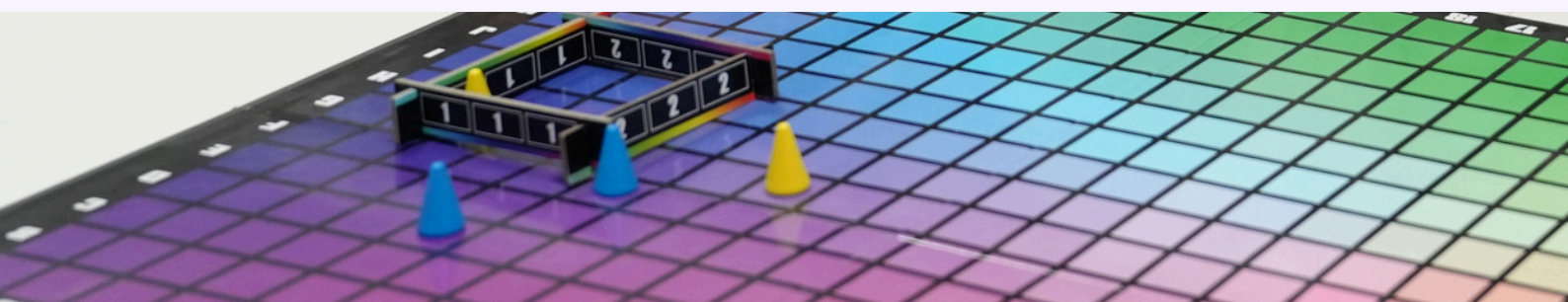


In Year 10, students study their first SACE Subject, Exploring Identities and Futures (EIF) which is a compulsory requirement for SACE completion. Students in Years 11 and 12 complete additional compulsory SACE subjects, English (2 semesters), Mathematics (minimum of 1 semester) and Activating Identities and Futures (AIF).

We offer a broad range of subjects to choose from in Years 11 and 12, across all Learning Areas, to accommodate diverse learners and support students' post-school pathways. Students in Years 10-12 can also opt to undertake VET studies, which may be used in the calculation of the ATAR.

Students in all year levels participate in Careers Education, including Work Experience at Year 10. Students are encouraged to explore pathways of interest and are challenged to think outside gender stereotypical pathways. Our Careers Counsellor works with students across R-12 classes, invites Universities and Tertiary Providers to our annual Careers Expo and offers 1:1 career counselling sessions for students, particularly Year 12s, as they make their tertiary selections. Diverse post-school pathways in 2025 included the following areas:

Architecture, Building Design & Planning, Art & Design, Business and Economics, Education & Teaching, Engineering, Environmental Studies, Humanities, Social Sciences and Religious Studies, Law & Legal Studies, Medicine & Health, Music & Performing Arts, Science, Information Technology



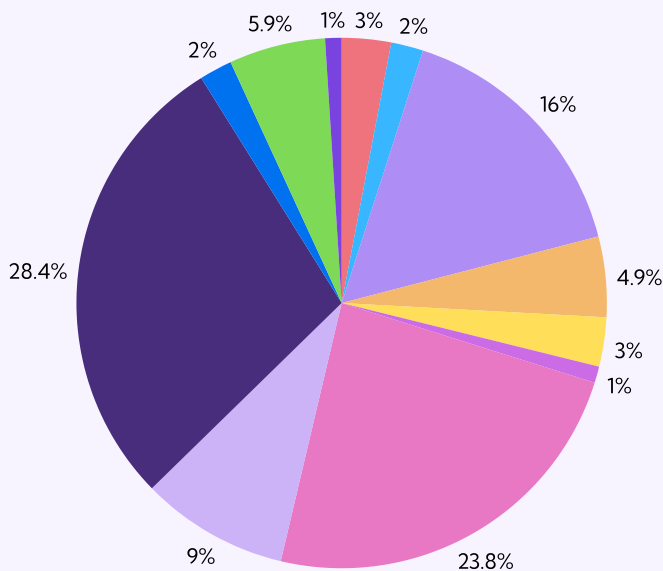
Other Recognised Learning

Vocational Education and Training

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

- 4 completed a full Certificate II
- 27 completed a full certificate III
- 21 completed a partial Certificate III
- 1 completed a partial Certificate IV
- 1 student participated in a School Based Apprenticeship whilst completing SACE

52 students undertook VET courses in 2025 with 15% of Year 12 students completing a course/qualification. VET provided the means for SACE completion and/or increased ATAR attainment for every participating student. 20% of students achieving ATAR's over 90 incorporated VET study as part of their SACE programs.



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 102 students:

- Architecture, Building Design and Planning (3%)
- Art and Design (2%)
- Business and Economics (16%)
- Education and Teaching (4.9%)
- Engineering (3%)
- Environmental Studies (1%)
- Humanities, Social Sciences and Religious Studies (23.83%)
- Law and Legal Studies (9%)
- Medicine and Health (28.43%)
- Music and Performing Arts (2%)
- Science (5.9%)
- IT (1%)



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 2025, we had a total of 45 students complete a level of the award:

- Gold – 9
- Silver – 16
- Bronze – 20

2025 Duke of Ed Adventurous Journeys:

- **Bronze Practice Hike**
Waite Conservation Reserve, Term 1
- **Bronze Qualifying Journey (1)**
Kuitpo Forest, Term 2
- **Bronze & Silver Qualifying Journey (2)**
Kuitpo Forest, Term 2
- **Silver Qualifying Journey**
Flinders Ranges, Term 3
- **Gold Qualifying Journey**
Flinders Ranges, Term 3

Student Leadership at St Aloysius College

At St Aloysius College, student leadership is an integral part of our community. It provides a meaningful platform for student voice, empowering young people to actively shape the College and contribute to a culture in which all can thrive.

Leadership at St Aloysius is about more than a badge or a title, it is a lived culture of service, inclusion and connection. We believe that every student has the capacity to lead, whether through formal roles or through the daily choices they make to support, encourage and uplift others.

Our leadership program celebrates the unique gifts, strengths and passions of each student. Through a wide range of opportunities across areas such as mission, social justice, pastoral care, sport, the arts, and STEM, as well as community engagement, students are encouraged to lead in ways that are authentic and meaningful to them.



Student leaders at St Aloysius are nurtured, challenged and supported to grow in confidence, self-awareness and capability. Through mentoring and collaboration, they develop the skills and mindset needed to lead with integrity, compassion and courage, both within the College and beyond.

As leaders, students are role models and ambassadors for the College. They contribute positively to the life of the school, uphold our values, and work in partnership with staff and peers to foster a welcoming, inclusive and respectful environment.

At St Aloysius College, we are committed to forming young women who are confident, compassionate and courageous, leaders who will make a positive difference in their communities and the world.

In 2025 student leadership opportunities included:

- College Captains
- Drama Leaders
- Executive Leaders
- House Leaders
- Languages Leaders
- Music Leaders
- Reception to Year 11 SRC
- Social Justice Leaders
- Sport Leaders
- STEM Leaders
- Visual Art Leaders
- Year 6 Justice and Mercy Leaders
- Year 6 Music Leaders
- Year 6 Sport Leaders





Staff at St Aloysius College

For over 145 years the staff of St Aloysius College have answered the call of Catherine McAuley and honoured the legacy of the Sisters of Mercy to provide a high-quality education to girls and young women. With over 160 staff members both teaching and non-teaching, the diversity of our staff reflects that of the students, creating an inclusive, collaborative, creative and engaging work environment.

Staff at St Aloysius College are well-supported to deliver excellent learning and services to students and embody the Mercy values in their interactions and engagement with the community.



Teacher Standards and Qualifications



We are very fortunate to have a number of teachers with two or more qualifications in education. Moreover, 1% have completed a Doctorate, 24% hold Masters degrees, 73% 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.

Teaching staff must meet the requirements of the Teachers' Registration Board of South Australia prior to beginning their employment. This requirement includes ongoing training in child protection, Protective Practices, a Working with Children Check and a Criminal Record Check.

Workforce Composition

The St Aloysius College regular staff is comprised of approximately 88% female and 12% male. There were 4 Aboriginal staff members in 2025. 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 112.0
- Number of FTE teachers 94.3
- Number of non-teaching staff 49.0
- Number of FTE non-teaching staff 36.8

Staff Professional Learning

St Aloysius College staff have a deep commitment to engaging in professional learning to enhance their knowledge and skills and to improve learning and wellbeing outcomes for students.

In 2025, the Whole Staff Professional Learning Program included:

- Using Microsoft Teams to Enhance Collaboration
- Supporting Students' Mental Health
- Pruning Principles to support Wellbeing.
- Our annual Spirituality Day had a focus on Celebrating the Jubilee: Walking Together as Pilgrims of Hope.

At a faculty level, staff identified professional learning priorities as a feature of our Communities of Practice learning program, the focus of these explorations included:

- Curriculum Design and Mapping
- Artificial Intelligence,
- Assessment Benchmarking
- HALT Certification
- Using Data to improve Learning Outcomes
- Harnessing new technologies to create innovative learning experiences for students
- Aboriginal and Torres Strait Islander perspectives in the classroom

Staff were proactive in attending, and delivering, subject-specific professional learning, including at state and national conferences. Several staff also participated in the Australasian Mercy Secondary Schools Association (AMSSA) in Perth, which had a focus on Mercy Communities, Connections and Celebration. Many of our staff continue to be actively involved in the renewal of Stage 1 & 2 SACE Subjects, SACE marking and moderation.

Staff also participated in First Aid, CPR and Asthma Training, Keeping Safe Child Protection and Curriculum training, and completed online training as part of our governance and compliance responsibilities. Modules included areas such as Work Health and Safety for Schools, Ergonomics and Manual Handling for Schools, Safeguarding Essentials, Fraud Awareness, Cybersecurity, Camps and Excursions and Privacy for Schools.



Experience of Teachers

Age Range	Percentage of Teachers
21-30	17%
31-40	25%
41-50	24%
51-60	24%
61+	10%





Finance – Income Broken Down by Funding Source (2024)

Australian Government recurrent funding	\$13,985,993
State/Territory Government recurrent funding	\$3,593,775
Fees, charges and parent contributions	\$9,453,314
Other private sources	\$1,626,963
Total gross income	\$28,660,045
Less deductions	\$5,243,856
Total net recurrent income	\$23,416,189



Student, Parent and Staff Satisfaction

St Aloysius College parents are highly engaged in community, including through “meet the teacher” and other parent information events, parent student teacher learning reviews, and opportunities for formal and informal feedback. Parents have commented on their high levels of satisfaction with the College’s connection to the Mercy values, strong sense of community, academic results, individual care for students and families, communication and consultation processes, and extensive opportunities in wide-ranging curriculum and extracurricular activities.

High levels of student satisfaction at St Aloysius College are evident through surveys, the Student Representative Council meetings, student engagement in school, attendance data and feedback from students.

Engagement with staff, including through the Consultative Committee, Staff Wellbeing Committee and staff exit surveys, have demonstrated the satisfaction of staff. High staff retention indicates St Aloysius College as a desirable place to work.



Mercy Lights 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 Strategic Plan to reflect as Mercy Lights of Learning, Leading, Connecting and Believing.

We are excited to action our 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."





Masterplan

The Masterplan refresh 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 Masterplan contains ambitious short and long term visions for the physical design of the school, with the most significant project becoming a reality in 2025 – the commencement of construction of the new Dunlevie Building. 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 in 2025 embarked on one of the most significant builds of its history. Throughout 2025 we have seen the foundations and structure of the new building rise before us, as well as the beginnings of the façade designed with a nod to our heritage but with a contemporary feel. With a handover date set for Term 3, 2026, it has been an amazing experience to see this new building take shape in the footprint of the old Dunlevie building.

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.



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

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



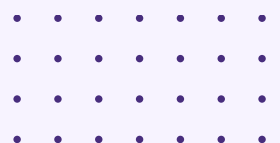
As a Catholic school in the Mercy tradition, faith is at the heart of our mission. We grow the commitment and capacity in each student to be a sign and an agent of God's love.

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





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