



Catholic
Schools Office
DIOCESE OF MAITLAND-NEWCASTLE

ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Aloysius Catholic Primary School, CHISHOLM

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About the Annual School Report

St Aloysius Catholic Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

St Aloysius Catholic Primary School opened in February 2015. It was named after St Aloysius - the patron saint of young students. At St Aloysius Catholic Primary School we are called to be the face of Christ through living, loving and learning together. We dare to empower all to wonder, hope, thrive and be proud witnesses of our faith. Our school motto is "We are called"- challenging us all to discover and share our unique gifts as we build our new Catholic community together. Our beautiful crest was designed to incorporate and acknowledge both our historical and environmental connections as well as our vision for the future. It incorporates recognition of both the Mercy & Jesuit traditions, environmental features including the Hunter River & local spotted gum as well as symbolism of our collaborative learning journey. Its modern design is symbolic of our contemporary approach to learning and teaching. We recognise the traditional custodians of this land, the Awabakal and Wonnarua people, whose living traditions and lasting culture have shaped our local environment.

As a new school we are able to dream and create a positive, faith-filled learning culture together. We are building a school where our students grow both in their faith and as confident, courageous and collaborative learners. At St Aloysius Catholic Primary School we believe our students will best experience success through contemporary evidence-based learning and teaching. We believe that embedding the Four Pillars of Learning will provide a strong foundation enabling all to reach their potential.

Learning to Know – we are called to grow as learners every day. We need to learn strategies for when we are stuck in our learning. As Nelson Mandela said *"Do not judge me by my successes, judge me by how many times I fell down and got back up again."*

Learning to Do – we are called to follow the motto of St Mary of the Cross MacKillop: *'Never see a need without doing something about it.'* At St Aloysius we are all encouraged to wonder and search for ways to apply our learning to solve real and authentic problems.

Learning to Be – we are called to thrive. As teachers it is our privilege to help each child discover their hidden talents and strengths. Again Nelson Mandela inspires us with his words: *"There is no passion to be found in playing small – in settling for a life less than the one we are capable of living."*

Learning to Live Together: we are called to serve. Pope Francis said that school is a place of encounter, where parents can meet teachers and collaborate along with them. That's why, he said, family and school go hand in hand. We believe we can achieve more by working together.

Parent Body

In 2015 the Chisholm region was blessed to have a brand new Catholic Primary School open called St Aloysius. As a parent of three children who would be attending this school it was so exciting with the erection of the school being visible for about 12 months. The feeling of anticipation was like a child waiting for Christmas. The lead up to the school opening was very good with parent involvement early on with uniforms and other key aspects of the new school.

On the day of the Opening parents came with their children in numbers with a high profile media presence, the day got great publicity. On that day you knew that this was the start of a great journey. My family and I knew we had done the right thing in sending our children to St Aloysius Catholic Primary School.

At the start of the year there was no P&F association just groups of parents who wanted to help organize activities and fund raising activities. This involved a lot of help and guidance by the principal and her staff. Several parents were asked to take ownership of some fundraising activities with the goal of raising money for air-conditioning for the classrooms.

Along with all the fund raising activities the School also wanted to help create a good relationship with its Parish community of Morpeth. Activities to bring the community together included a family Sunday Mass to celebrate our school Feast Day followed by a BBQ breakfast in the Parish Centre. The Mass was a great success with a good turnout of families.

ANZAC Day March 2015 for St Aloysius was at Morpeth. It was well represented by the children of St Aloysius despite being held only days after severe flooding in the local area. For the students of St Aloysius it was a real honor to be asked to join in the March in our first year.

The inaugural St Aloysius P&F Meeting took place on 20th October 2015. Present were Chris Quinn and Catl Garrett- Jones from the Catholic Schools Office. There was a good representation of parents on the night which was a real historical event. After voting, a committee for the first St Aloysius P&F was selected.

After the announcements of the key positions a date was then organized for our first meeting, during which we then organized meeting dates for 2016. It was a learning process for most of the group as we were first timers on a P&F but very excited at the formal structures that needed to be upheld in this arena.

The first formal function done by the P&F was a speech by a P&F Representative at the School's end of year Awards Presentation. He spoke about all the great attributes the teachers have brought to the school and how the parents really have warmed to it. The speech went off really well and I'm sure we have a great platform to build a strong and active P&F for 2016.

President St Aloysius P&F

Student Body

This year has been a great year for many reasons. It has been a year of firsts for everyone. Kindergarten has experienced their first year in primary school and will only know St Aloysius as their school. This year has been extraordinary for everyone- teachers, children and parents settling into a new school community.

The 2nd of February was our first day together as a school. Everyone was happy, smiling and excited to be part of our new school. We were like one big family. It has been an amazing year. I'm sure we all had a great time at our swimming carnival, cross country and our athletics carnival. They were fantastic carnivals. Congratulations to all our winners in all of the events. The Fun Run, what a great day that was! Everyone had a go and smiled, having fun all the way. We all achieved something and helped each other along the way.

Let's think about how our school is different:

- the spaces that we learn in and play and where our school is located
- the natural land behind us is beautiful because it has a natural feeling
- our learning spaces are different in so many ways because we can move around with the flexible furniture. We can talk a little while we learn and having group work activities makes sure we can learn more about each other.
- Our cool furniture and learning spaces are flexible so that we can learn in different ways and styles.

Our playground is wonderful. From our awesome sandpits to our basketball court; running around on the grass to playing tag or touch with your class, our playground has everything you could possibly want or need. It gives us a chance to take a rest from working hard in class.

Finally, we would like to thank the staff of St Aloysius - from our wonderful Principal, our amazing teachers, our office workers, library and canteen helpers. Our wonderful staff are always teaching us the way of God - even what to do when we make a mistake. Our great teachers are guiding us through our educational journey.

From our 4 pillars of learning to know, be, do and live together. We have learnt many new things this year and the importance of friendship.

This year has gone quickly and we have all enjoyed spending time together. Let's keep on making Jesus real in our families and community.

SCHOOL FEATURES

History of the school

St Aloysius Catholic Primary School opened in February 2015. It was named after St Aloysius - the patron saint of young students. The school was named by Bishop William Wright partly in recognition of a previous Diocesan school – St Aloysius' College Hamilton - which originally opened in 1915. Our school is enriched by the traditions and teachings of both the Jesuits and the Mercy Sisters. St Aloysius joined the Jesuits at 17 and died at the age of 23 caring for victims of an epidemic. The Mercy Sisters ran the original St Aloysius College as well as St Francis Xavier School – the original Morpeth Parish School from 1883 to 1969. Our school is a landmark and centrally located in Waterford County, Chisholm. The cross on our chapel is a focal point for the local community by day and night.

Location/Drawing Area

Our school opened with 223 students transferring from 31 different schools as well as 25 preschools. Our first intake of students came from a wide area incorporating 25 suburbs. We have a higher than average proportion of non-Catholic students requiring us to be very proactive in incorporating a Catholic perspective across the curriculum.

St Aloysius is located in the Chisholm Pastoral Region and the All Saints Diocesan Cluster. Our nearest Catholic Diocesan schools are Our Lady of Lourdes, Beresfield, St Joseph's East Maitland and St John the Baptist, Maitland. At present our Year 6 students continue their secondary education at St Peter's Maitland. In 2018 a Catholic Secondary College will be opened on a site adjoining our school.

Catholic Identity and Mission

Catholic Imagination and Spirituality

As a new community our Catholic Identity is a strong focus as a foundation stone for our school. Prayer is a vital part of our school life. We gather to pray together as a school at the beginning and end of each day. Class teachers also provide opportunities for the students to pray together during class time using traditional Catholic prayers, as well as praying and writing their own prayers of thanksgiving, petition, and sorrow.

Our Catholic identity is also evident in the physical environment of our school. Throughout our school there are various Catholic symbols and icons such as: Aboriginal Stations of the Cross in our administration building and chapel, sacred spaces and crucifixes in our administration building as well as each class. There are liturgical cloths that reflect the Church's current liturgical season, as well as rosary beads and bibles on each sacred space.

We celebrate many beautiful and meaningful prayers, liturgies and Masses throughout the year that give witness to our Catholic faith and traditions.

Our Catholic identity is evident in the way the staff and students care and serve one another.

Family, Parish and Diocesan evangelising and catechesis

The school provides and participates in many initiatives that involve our families, parishioners from Immaculate Conception Parish and the wider community.

We celebrated our Official Opening on the 9th of March 2015 with Bishop Bill, families, parishioners, CSC staff, principals and the wider community.

Our first St Aloysius Feast Day was celebrated at Immaculate Conception Church with a beautiful Mass. All families and parishioners were invited to stay to have breakfast afterwards. The school also attended Mass at Immaculate Conception Church twice throughout the year in an effort to build the partnership between the school and parish. We also had a picnic on our school grounds where the parish and school families were invited to attend.

School staff and student leaders regularly attend Diocesan events such as the Called to Serve Mass, Catholic Schools Week Mass, Children's Mission Mass, and the CEC Mass to name a few.

The parents, parishioners and the wider community are always invited and welcome to attend our school functions, including school Masses, liturgies, prayers, and Carols by Candlelight.

Christian Discipleship

Many opportunities are provided for students and staff to develop their own spiritual formation. The staff attend spirituality days annually such as the 2015 day led by Richard Leonard SJ, which focused on prayer and our own personal journey of spirituality.

All of our school attend the Young Leaders Day where different models of Christian Leadership are explored.

The Religious Education Coordinator attended a three day conference and training session in Tasmania which focused on the "Making Jesus Real" Program.

Our school is an MJR school where the Mini Vinnies help promote the spirit of Jesus amongst the student and staff. The teachers use the Making Jesus Real program and resources and teach it in addition to our RE curriculum. The MJR program promotes Christian discipleship through encouraging staff and students to live and act as Jesus would have wanted us to, and to look for and recognise the spirit of Jesus in others and how he lives each and every one of us.

The school has made spirituality a priority through participation in daily prayers, liturgies and whole school Masses.

Religious Education and Curriculum

As a Catholic School, we exist to support the faith development of the children in our care. Our parish clergy, staff, parents and parishioners, work together to support the religious development of the children. Regular instruction in Religious Education is a feature of our school curriculum. We aim to provide a Religious Education program which is relevant and meaningful and which embraces core Catholic beliefs and values. The program covers the areas of History & Beliefs, Celebration & Prayer, Jesus and Scripture, and Justice and Morality. All teachers of Religious Education are practising Catholics who hold appropriate RE qualifications.

We provide opportunities for Mass attendances. Prayer and Liturgy supports our Religious Education program. Our Priests make regular visits to the school. Primary classes attend the Sacrament of Reconciliation once each year. Special prayer assemblies are prepared and celebrated throughout the year.

Initiatives Promoting Respect and Responsibility

The school proudly supports Caritas, St Vincent de Paul and Catholic Mission. Students learn about social justice and take part in the many initiatives that we promote. Staff and students continuously promote social justice awareness and as a school and community we help and support these Catholic agencies and the less fortunate in our society.

We participate in Project Compassion during the Season of Lent. A Mini Vinnies group meets weekly to discuss different ways that we can support St Vincent de Paul in our school and community. We also participate in the St Vincent de Paul Christmas Appeal where families bring in a tin of non-perishable food which is collected by the parish to be made up into Christmas hampers for families in our local community who are less fortunate than ourselves.

We also support Catholic Mission. During the month of October, we hold a "Mission Day" where all students participate in a variety of fun activities. All proceeds are donated to Catholic Mission.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
7	16	5

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Aloysius Catholic Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	59
Year 1	59
Year 2	29
Year 3	27
Year 4	27
Year 5	15
Year 6	12
Total	228

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95.9	95.2	95.2	95.4	95.2	91	93	94.6

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

Pastoral care is expressed through a network of relationships involving and including every person. The Parish clergy, parents, students and staff members are all involved in building our school community: having a sense of belonging; welcoming each other; being known and respected; and recognising, appreciating and affirming the giftedness of each person. Through our positive, open atmosphere we welcome all and provide a safe, caring environment, which nurtures growth.

The Aims of Pastoral Care at St Aloysius:

- To enable all to grow to their full potential;
- To acknowledge everyone, develop quality relationships, and establish networks of care;
- To foster personal and mutual respect among and between all members of our school community
- To provide satisfying learning experiences and enable each one to develop confidence in his/her abilities;
- To foster a sense of self-worth as individuals created and loved by God, with a sense of hope for themselves and for their world;
- To develop an appreciation of and respect for cultural and family differences.

As a KidsMatter school we used the mental health and wellbeing framework in 2015 to build a positive school community.

Discipline Policy

Positive Behaviour Policy: St Aloysius' Positive Behaviour Policy is seen as a positive part of our pastoral care process, where children are helped to understand their responsibilities as members of the Catholic school community, invited to try again when they fail in acting responsibly and are supported and encouraged in their efforts.

The school recognises that the school and home have complimentary roles in the children's development and education and that the best work of the school occurs where home and school support each other. Behaviour expectations at St Aloysius are summarised by our school expectations.

At St Aloysius Catholic Primary School we are called to...

- *Grow as learners*
- *Make a difference through words and actions*
- *Thrive as individuals*
- *Build and serve our community*

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Aloysius Catholic Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

Anti Bullying Policy: St Aloysius is a school built on Gospel Values. Bullying is not a part of our culture and is not tolerated. Procedures have been put into place so that children in our school are protected from bullying. St Aloysius seeks to provide a safe and supportive environment which:

- Minimizes risk of harm and ensures students feel secure

- Supports the physical, social, academic, spiritual, and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

2015 was an exciting year as we have celebrated many “firsts” as a brand new Catholic school community. It was a year of opportunities and possibilities. During this year we were inspired by educational research and guided by the needs of our students to work together to create, and shape our school towards being the best it can be. We brought life, love and learning into our purpose built classrooms and learning spaces. We put a lot of thought and planning into the many important milestones we experienced throughout the year.

Our key priority areas were developing our catholic identity, learning culture, positive school community and establishing a safe & orderly environment. Our School Improvement Plan focused on:

- Parish Relationships
- Nature & Purpose of St Aloysius as a Catholic School
- Contemporary & high quality teaching and learning
- Professional learning aligned with a shared vision for student learning
- Parent engagement in the life of the school
- Student well being
- Stewardship of the natural & built environment

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A major achievement in 2015 was creating a new school culture as a Catholic school with unique buildings and furniture, an evidence-based approach to teaching & learning and a distinct environment. We built firm foundations incorporating our Catholic identity, learning culture and as a positive school community. As a staff we worked collaboratively to implement common learning language & processes throughout the school.</p> <p>Our school Vision, Mission and Learning Belief statements based on the UNESCO 4 Pillars of Learning were developed collaboratively to describe expectations of teaching and learning practices as well as social and emotional wellbeing focuses for St Aloysius. Through professional learning and development for staff, students and parents we developed a shared understanding of our Vision, Mission and Learning Belief Statements.</p> <p>Creating both School and Staff Handbooks as a means of providing further details of our shared directions was an important achievement. These publications proved very valuable as a means of inducting and informing new members of our school community.</p>	<p>Our first school improvement priority for 2016 is growing our Catholic Ethos. As a new school this is an important focus and includes:</p> <p>Promoting & celebrating a positive sense of the importance of the school's charism. This will be supported by the establishment of our four school Houses named after influential role models in the history of our Parish, local area and in the Mercy & Jesuit traditions.</p> <p>Supporting students & parents to engage in the Parish Sacramental program</p> <p>Providing opportunities to enhance Catholic social teaching through social justice awareness & charitable works programs</p>

<p>A second achievement was building community and opportunities for parents to engage with our school and their child's learning. This process commenced in 2014 with a variety of events planned to enable students and parents to meet, interact and start building relationships prior to the school opening. The use of technology and social media has been important in building these connections. Our Parents and Friends Association was formed late in 2015 to provide parents with ongoing opportunities to engage with & support the school.</p> <p>We became a KidsMatter school and focused on developing a positive school climate. We planned and implemented numerous student, parent & staff community building initiatives. Strong links were made between our school and our Parish - Immaculate Conception Morpeth.</p> <p>We further strengthened relationships within our school community by providing opportunities for collaboration amongst students, teachers and parents. Students built relationships through regular Peer group activities. Our teachers worked collaboratively as a Professional Learning Community to enhance teaching and learning at St Aloysius. Numerous parents joined one of many Parent Committees.</p>	<p>Our second school improvement priority for 2016 is improved student achievement in literacy and numeracy. Strategies to be utilised include:</p> <p>Analysis & discussion of data by Professional Learning Teams via Grade Xpert software. This will take place during team meetings, student data meetings and Stage Planning days.</p> <p>Differentiated teaching & learning through utilisation of visible learning research. Our Lead Teacher will support teachers in this area.</p> <p>Professional Practice & Development by teachers through goal setting, reflection, collegial classroom observations & student survey data</p>
<p>A third essential achievement in 2015 was ensuring we developed compliant policies and procedures to validate our school registration. We worked hard to develop and implement policies and practices to meet all BOSTES registration requirements. These included:</p> <ul style="list-style-type: none"> ▪ Curriculum, Assessment & Reporting Policies ▪ Attendance & Enrolment Policies ▪ Policies to support a safe and supportive environment including: Pastoral Care, Anti Bullying, Positive Behaviour ▪ WHS & Child Protection Policies <p>We were also required to record & report building defects throughout our first year and implement effective maintenance procedures.</p>	<p>Our third school improvement priority for 2016 is implementing social & emotional learning for students as a Kids Matter school. This includes the core social & emotional competencies of:</p> <p>Self awareness</p> <p>Self Management</p> <p>Social awareness</p> <p>Relationship skills</p> <p>Responsible decision making</p>

Academic Achievements

In our first year of NAPLAN our strongest area of achievement was Reading. In Year 3 - 60% of our student: achieved in the top two bands compared to 50% in the State. In addition we had no students achieve in the lower two bands compared to 10% in the State. Likewise in Writing 60% of our students achieved in the top two bands compared to 54% in the State. Again we had no students in the lower two bands compared to 6% in the State.

In Year 5 - 47% of our students achieved in the top two bands in Reading compared to 38% in the State. We only had 7% of students achieve in the lower two bands in Reading compared to 20% in the State. In

Writing we had only 7% achieve in the lower two bands compared to 14.5% in the State. Likewise in Spelling we had 7% achieve in the lower two bands compared to 15% in the State.

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Cultural achievements

In 2015 a number of activities and accomplishments helped to establish our identity as a new school community. These included:

* Our School Song was composed by one of our teachers and learnt by all students for our Official School Opening & Blessing on March 9.

* A large representation by students at the Morpeth ANZAC Day March and all Year 6 students representing the school at the Maitland Remembrance Day Ceremony

* Participation by Year 6 students in the Local Government Breakfast in Local Government Week

Our students skills' and experiences in the Creative and Performing Arts was enhanced by:

* the establishment of a School Choir who performed at Stockland Green Hills

* the provision of Guitar & Piano lessons at school

* two Musica Viva performances and a John Burland Concert enjoyed by all students K-6

* attendance by all students Yrs 2 - 6 at the Diocesan Aspire performance

* class excursions to Morpeth Museum & Maitland Art Gallery

Sporting achievements

In 2015 we held successful inaugural school Swimming, Cross Country and Athletics Carnivals. These events provided our fledgling school community with many occasions to come together, get to know one another and cheer the children on.

The school spirit shown by our students was clearly evident and many families enjoyed the relaxed and fun atmosphere of the various carnivals. The old saying about sport bringing people together was never more evident than at St Aloysius in 2015. In addition to the carnivals, we were also able to:

- Celebrate the achievement of sending the first ever St Aloysius representatives to the All Saints Cluster, Diocesan, Polding and State representative sporting events
- Have many students trial for various sports such as Rugby, Touch, Rugby League, Basketball and Soccer
- Welcome NSWRL and NSWRU in conducting specialist skill sessions for children in Kinder to Year 6 through the Sporting Schools Australia funding
- Enter students in Horse Sports and Rugby League events competing against other schools from the region
- Participate in the Walk Safely to School Day in order to promote healthy living and pedestrian safety

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	72.00%	71.10%	0.00%	12.90%
	Writing	92.00%	75.80%	0.00%	9.30%
	Spelling	56.00%	65.20%	20.00%	16.70%
	Grammar	76.00%	73.20%	16.00%	12.60%
	Numeracy	48.00%	60.80%	12.00%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	66.67%	57.90%	6.67%	20.00%
	Writing	42.86%	52.40%	7.14%	19.50%
	Spelling	53.33%	60.80%	6.67%	14.60%
	Grammar	60.00%	60.90%	20.00%	18.60%
	Numeracy	78.57%	55.80%	14.29%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	12
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	12

Workforce Composition

Number of Staff	
Total teaching staff	13
Total non-teaching staff	6
Grand total	19
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

All St Aloysius Foundation teachers were retained on staff for 2016. The increase in student numbers resulted in the employment of 5 additional full time and 2 part time teachers.

Professional Learning Undertaken

Whole staff professional learning in 2015 included:

- * Read Australia SSP training
- * Kids Matter Module 1
- * RE Spirituality with Fr Richard Leonard
- * Whole teaching staff visit to Mary Help of Christians Catholic Primary School, Sawtell
- * CPR, Child Protection & WHS Training

Most staff also completed the Diocesan Faith Story Witness Professional Development Day

The Principal attended regular Diocesan Principal Development Days, the ACEL Annual Conference, A P Day with Professor Geoff Masters & Intra Diocesan School Visits.

Our Assistant Principal and Primary Coordinator continued in an Executive Development program. The Assistant Principal, Religious Education Coordinator and Primary Coordinator attended regular Diocesan Principal Development Days. Our Assistant Principal attended the IEU Environment Conference and our Primary Coordinator attended a Playground Design & Diversifying Play Spaces workshop.

Teacher Librarian & Leader of Maths attended Professional Learning relevant to their roles.

A number of teachers attended ICT training in One Note & 21st Century Learning Dimensions.

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

As a school in its foundation year, parents were given a number of opportunities to engage with, contribute towards and provide feedback about our school's direction. All parents were invited to contribute their responses towards how our school is developing as a positive school community as part of a Kids Matter survey.

In Term 4 all families were invited to contribute their reflections on our foundation year to be buried in our Time Capsule and summarised for our school Year Book. These reflections named many elements of our new school and 2015 activities as helping both parents and students feel a sense of belonging to the school community.

Parent contributions were also sought as part of the development of our School Mission and Vision Statements.

Parent Engagement was enhanced during our foundation year through the establishment of numerous Parent Committees enabling parents to contribute in meaningful ways towards our developing school. During 2015 parents were also offered information and sharing sessions as part of our P&F Formation. These sessions were well attended and concluded with the successful establishment of our school P&F Association.

Student Satisfaction

Students in all classes engaged in reflective learning activities throughout 2015. They were given opportunities to collaborate in developing class and school processes. More formal class reflections were completed at key points during the year including our 100th day celebrations.

All students enjoyed our Kids Matter launch day and were able to celebrate our school as a positive school community. Student participation in activities representing the school in the community such as the ANZAC Day March was high. All students were engaged in Peer support activities throughout the year enabling our older students to support the younger students in practical and fun ways.

Our senior students took on the role of 'tour guides' of the school on a number of occasions throughout the year and visitors always commented favourably on the knowledge, welcome and enthusiasm of our students.

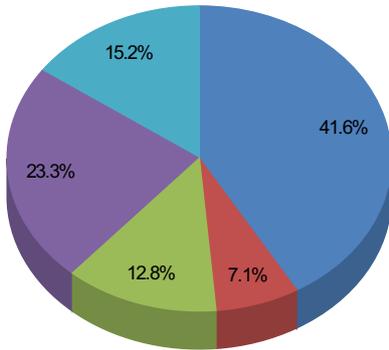
Staff Satisfaction

As a new school community staff were heavily involved in all aspects of the school's growth and development. This often required extra work and staff were very generous with their time and contributions. Staff ideas were sought throughout the year as we developed our school culture and processes. Staff were heavily involved in the processes leading to the development of our school Mission, Vision and Learning Belief Statements.

Our staff were strong advocates for our school beyond our own school community. They welcomed visitors from other schools and shared our story at many professional development and Diocesan gatherings throughout the year.

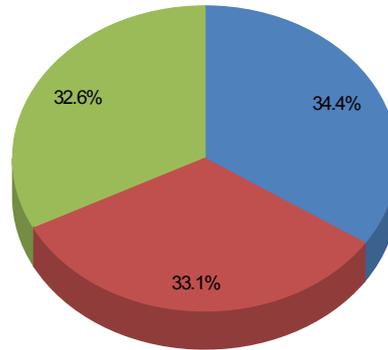
All staff were invited to participate in the Kids Matter survey evaluating our progress as a positive school community. These responses were very positive. Staff also all met with the Principal in Term 4 to share their reflections on the year and suggestions for 2016. All staff agreed that the cohesiveness and level of collaboration amongst staff was one of the major strengths of the school in 2015.

Income



- Commonwealth Recurrent Grants (41.6%)
- Government Capital Grants (7.1%)
- State Recurrent Grants (12.8%)
- Fees and Private Income (23.3%)
- Other Capital Income (15.2%)

Expenditure



- Capital Expenditure (34.4%)
- Salaries and Related Expenses (33.1%)
- Non-Salary Expenses (32.6%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,777,557
Government Capital Grants ²	\$301,534
State Recurrent Grants ³	\$548,968
Fees and Private Income ⁴	\$996,327
Other Capital Income ⁵	\$651,987
Total Income	\$4,276,373

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$1,685,015
Salaries and Related Expenses ⁷	\$1,621,994
Non-Salary Expenses ⁸	\$1,596,239
Total Expenditure	\$4,903,248

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private

income.

5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mrs Suzanne Fern

St Aloysius Catholic Primary School

CHISHOLM

Phone: 4088 8030

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>