



## 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

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### Principal's Message

St Aloysius Catholic Primary School opened in February 2015 with 223 students K-6 and grew rapidly to 320 students in 2016. 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 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

The inaugural St Aloysius P&F Meeting took place on October 20 2015. 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, from which we 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 required by the P&F was a speech at the Schools end of year awards presentation. It focussed on the great attributes the teachers have brought to the school and how the parents have really warmed to their new school community.

During the year we had many fundraising activities with the goal of raising money for air-conditioning as well as technology learning items for the school. With the creation of some really enthusiastic groups the list of fund raising activities was set and activated during the year. From all of these great events we were able to make well over \$26,000.00 to help with the targeted goals for the school.

Along with all the fund raising activities each term we held our regular meetings which were well represented by both the members of the P&F committee, parents and the Principal and her Deputy.

St Aloysius 2016 was in its second year of operation with approximately 330 students. Some new exciting things for the school included the introduction of School Houses - McAuley, Ignatius, Chisholm and Corcoran. A celebration day was held for each house for students to learn more about who the House was named after and to get to know the other students in their House. The children had a great time on these

celebration days.

Other activities new in 2016 were student led conferences, individual and small group music lessons. Some highlights throughout the year were a Welcome get together for the Principal of St Bede's Catholic College, Grandparents Day, Aspire Performances, School Mass at Immaculate Conception Church Morpeth, winning the Diocesan Debating final, art classes and the African beat drumming performance.

I would like to take this opportunity to say what an honour it has been to be the president of this organization and would like to thank all the committee for their commitment and support during the year - these type of groups don't survive without these dedicated hard workers. I would like to wish the new president all the best in 2017.

So what for 2017? With the School commencing the Stage 2 building program very soon and becoming a 3 stream school there will be increased numbers and we will have a whole new group of parents coming to our school. So my wish for next year would be to encourage these new and existing parents to become a part of the P&F and help with new ideas or just put their hand up to help with many tasks during the year.

President

St Aloysius P&F 2016

## Student Body

These past two years at St Aloysius have been filled with memories that we will never forget.

This year, Yr 6 were acknowledged as the school leaders of St Aloysius. We had the responsibilities of: leading assemblies every week, leading our newly formed Houses and doing all we could to make sure our school is a wonderful place to be. We were always the first people that the teachers came to if they needed help with computers or packing up the hall.

Year Six had the great privilege of leading the members of our Houses to be the best students they could possibly be. This started from listening at Assembly, to being kind and respecting everyone and everything. We have had fun in our Houses especially our House Celebration Days and Peer Group activities.

We have had students represent us in many extracurricular activities. This year we competed at the Regional Debating Competition for our second year. We were very excited when our Year 6 team not only won the regional competition but the finals as well! We also had three students in different grades win places in the finals of the Diocesan Public Speaking competition! Public speaking activities throughout the year have been a great way to find confidence.

Not only have we gone to plenty of extracurricular activities, we've also gone on many different excursions.

In 2016 during lunch and recess students have had the opportunity to participate in different clubs. One club is the Garden Club which had students help grow and maintain a vegetable patch. Another club is Mini Vinnies where students help organize fundraisers and events at school for those in need in our community. One of our biggest fundraisers was Mission Day. Activities on this day included hair spraying, apple bobbing, and sponge throwing. The money raised on that day went to help the people of Cambodia.

Throughout the year our school has been lucky to have speakers from different organizations to come and talk about their experiences - we've had an author, a police officer and even an Olympian.

This year has also been a time for growth for our school. This term saw the arrival of four new demountables with one of them being our first ever library. Until recently we have had our library collection in our Learning Commons or Classrooms - but now we have a library along with library monitors and a borrowing trophy. How exciting!

Thank you to our Principal, Mrs Fern, for all the things you've done for us and for the school - making this school a wonderful place to be for everyone. Thank you also to our Assistant Principal, Mrs Higgins, for always helping us and showing interest in everything Year Six has done, from solving fights to helping the Debating team.

Thank you to our Year Six teachers, Mrs Moulder and Mr Hughes, for pushing us to be the best learners we could be, and for helping us deal with our problems. Thank you also for putting so much effort into making sure everyone was prepared for High School.

Thanks everyone for the great year.

## SCHOOL FEATURES

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### 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 in 2015 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. In 2016 we commenced with 330 students living in 30 different suburbs - this includes families who enrolled whilst their house was being built in Waterford County - the school estate. 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, St Bede's Catholic College, will be opened on a site adjoining our school.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

Our School Vision has inspired our directions and focuses in 2016. *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.* As a new community, developing and strengthening our Catholic Identity is a strong focus for our school. We celebrate many beautiful and meaningful prayers, liturgies and Masses throughout the year that give witness to our Catholic faith and traditions. Prayer is a vital part of our school life as is our participation in Diocesan Masses and liturgical celebrations.

Our School Mission outlines our shared expectations and responsibilities.

*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*

Our Catholic identity is also evident in the physical environment of our school. Throughout our school there are various Catholic symbols and icons. We strive to Make Jesus Real every day in the way the staff and students care for 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. In 2016 our REC joined the Parish Sacramental Team to strengthen these links. We had thirty-five students complete their Sacraments of Initiation.

In 2016 we introduced our School Houses named after influential Catholic role models connected to our school - Chisholm (after Caroline Chisholm), Corcoran (after the first Parish Priest of Morpeth), Ignatius (after St Ignatius Loyola the founder of the Jesuit Order to which St Aloysius belonged) and McAuley (after Catherine McAuley, the founder of the Mercy Sisters).

In 2016 we introduced House Celebration Days as well as our whole school celebration day on St Aloysius' Feast Day.

We attended Mass at Immaculate Conception Church throughout the year in an effort to build the partnership between the school and parish. School staff and student leaders regularly attend Diocesan Masses and Liturgies.

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. In 2016 all staff attended an Aboriginal Spirituality Day which was led by Louise Campbell, the Diocesan Aboriginal Advisor. We travelled to two different Aboriginal sites and were able to link the Aboriginal stories and beliefs to our own Catholic faith and traditions.

The Principal and Religious Education Coordinator attended Diocesan Retreats. Our Mini Vinnies meets weekly and is engaged in a variety of spiritual and practical activities that enable them to model their faith in both words and actions.

Our school is an MJR school where 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 in each and every one of us.

Our school motto, We are Called, emphasises discipleship and this is evident through both participation in daily prayers, liturgies and whole school Masses as well as social justice initiatives.

## 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 and is taught for thirty minutes each day. We aim to provide a Religious Education program which is engaging, 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. The Year Six students all sit the annual Religious Literacy Test which measures their understanding of the K-6 curriculum. All teachers of Religious Education are practising Catholics who hold appropriate RE qualifications.

We provide opportunities for regular Mass attendance in our school chapel. Prayer and Liturgy is embedded into our school life and 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 a variety of fund and awareness raising initiatives. These initiatives enable us as a school community to help and support these Catholic agencies and the less fortunate in our society.

We participate in Project Compassion during the Season of Lent. Our 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 items of non-perishable food which are collected by the parish to be made up into Christmas hampers for families in need within our local community.

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

We also supported Operation Christmas Child, where students donated gifts which were sent to underprivileged children in Vietnam. We also donated school supplies to Cambodia and held a Melanoma appeal with all proceeds donated to the Melanoma Foundation.



## Student Profile

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

LBOTE*	SWD*	Indigenous
13	17	15

\*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 2016

Scholastic Year	Number of Students
K	68
Year 1	71
Year 2	62
Year 3	42
Year 4	40
Year 5	35
Year 6	21
Total	339

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95	95	95	95	95	95.5	92	94.7

## 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

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### Student Welfare Policy

Pastoral care is central to the ethos and identity of a Catholic school. We recognise that Pastoral Care is entrusted to all members of the school community and reflects the values of compassion, tolerance, forgiveness, reconciliation and justice.

St Aloysius Catholic Primary School is committed to providing a safe and caring environment which fosters respect for others, values learning and develops social responsibility. We aim to:

- nurture a positive, trusting school community
- create a sense of belonging for all members of the school community
- be inclusive
- develop a vibrant spirituality in which prayer and celebration hold a special place
- show care and concern for all
- develop of an appreciation of and respect for cultural and family differences
- further the partnership between school and home in managing and supporting student behaviour & care
- foster a cooperative problem solving approach, in a spirit of reconciliation, when differences occur

As a KidsMatter school we strengthened student well being through implementation of KidsMatter Component 2 in 2016. This involved beginning the 'Bounce Back! Resilience and Wellbeing' units as our key SEL program across Kindergarten to Year 6.

### Discipline Policy

St Aloysius' Positive Behaviour Policy is seen as an integral 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.

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:

- *Minimises risk of harm and ensures students feel secure*

- Minimises 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

In 2016 we continued to build on our key priority areas identified in our foundation year. These were developing our catholic identity, learning culture, positive school community and establishing a safe & orderly environment. Our School Improvement Plan focused on:

- Building & strengthening our Catholic Identity & Ethos
- Promoting & strengthening the relationships between families, school, the Parish & the Diocese
- Contemporary & high quality teaching and learning
- Professional learning aligned with a shared vision for student learning through implementation of the Teacher Professional Practice & Development Process as well as Leadership Team Performance Reviews.
- Student Well Being through implementation of KidsMatter Component 2.
- Implementation of the processes for our School Review

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>A major achievement in 2016 was continuing to build and strengthen our unique school culture as a Catholic school with an evidence-based approach to teaching &amp; learning and a positive school community. This was an important focus because as a rapidly growing school we had to induct 10 new staff and 100 new students into our culture and processes. As a staff we worked collaboratively to further develop common learning language &amp; processes throughout the school and to consolidate the implementation of common strategies to improve student achievement in literacy and numeracy. These included:</p> <p>Analysis &amp; discussion of data by Professional Learning Teams during team meetings, student data meetings and Stage Planning days.</p> <p>Collaborative Planning, Teaching &amp; Documentation</p> <p>Differentiated teaching &amp; learning through utilisation of visible learning research. Our Lead Teacher supported teachers in this area.</p> <p>Professional Practice &amp; Development by teachers through goal setting, reflection, collegial classroom observations &amp; student survey data. This was supported by Educator Impact resources, Peer Coaching training &amp; Early Career Teacher Mentoring</p> <p>Leadership Team Performance Reviews.</p>	<p>Our first school improvement priority for 2017 is Quality Teaching of Religion. As a new &amp; growing school it is important that Religious Education is taught with the same degree of rigour and meaningful assessment as other subject areas. If we are to maximise student engagement in Religious Education, it is important that the teaching and learning is differentiated to match the needs &amp; prior learning of all students. Targeted professional learning as well as collaborative planning will be important parts of this process.</p>

<p>A second achievement was strengthening the sense of belonging and collaboration amongst our students. This was achieved through:</p> <p>The implementation of our Quality Beginning program to establish relationships, expectations &amp; processes at the beginning of the year.</p> <p>Promoting &amp; celebrating a positive sense of the importance of the school's charism. This was 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 &amp; Jesuit traditions. Within each House Peer Groups were also established led by Stage 3 Student Leaders. Numerous opportunities were sought to develop &amp; build House Spirit.</p> <p>Strengthening our support for student social &amp; emotional well being through the implementation of Kids Matter Component 2 through the Bounce Back program. This includes the core social &amp; emotional competencies of: Self awareness, Self Management, Social awareness, Relationship skills &amp; Responsible decision making.</p> <p>The introduction of Student Welfare &amp; Data Meetings</p> <p>Increased number of students &amp; families engaged in the Parish Sacramental program</p> <p>An enhanced focus on social justice awareness &amp; charitable works programs</p>	<p>Our second school improvement priority for 2017 is improved student achievement in literacy and numeracy through analysis &amp; discussion of data. Strategies to be utilised include:</p> <p>Protection of Uninterrupted Learning Time</p> <p>Weekly No New Learning Time to allow for targeted intervention</p> <p>4 Staff Meetings per term allocated to Analysing Our Impact (on learning)</p> <p>Utilisation of a number of means of tracking student progress including: Literacy &amp; Numeracy Continuums, Differentiation Diamonds, Data Spreadsheets</p> <p>Targeted Professional Development</p> <p>Online support for parents to enable them to better support student learning</p>
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<p>A third essential achievement in 2016 was the implementation and completion of our School Review process based on key indicators selected from the Diocesan Catholic Identity and Improvement Tool as well as the National School Improvement Tool.</p> <p>Our 2016 Self Review Focuses were Catholic Ethos, Analysis &amp; Discussion of Data and Differentiated Teaching &amp; Learning. As a school community we sought data to inform us of our current practices and future directions in these three areas. Staff &amp; parents were consulted and feedback sought through a Self Review survey. Further survey data was also compiled as part of the Principal, Assistant Principal &amp; REC Performance Review surveys.</p> <p>The Self Review data was then used to compile a Self Review Report which was submitted to &amp; discussed with our Diocesan Assistant Director representing the Catholic School's Office.</p> <p>As a school we were also proud of our staff's engagement with and professional approach to submitting compliant documentation as part of the annual Diocesan Curriculum Focus Days. The focus of COSI in 2016 was English &amp; Mathematics and we received very positive feedback on the quality of our documentation.</p>	<p>Our third school improvement priority for 2017 is enhancing a culture that promotes learning through:</p> <p>Professional Practice &amp; Development processes supported by Educator Impact &amp; AITSL Resources</p> <p>Regular colleague observation, team teaching, feedback &amp; coaching</p> <p>Identification and progress towards common Australian Professional Standards for Teachers at Highly Accomplished level</p> <p>An in school Teach Meet conference to share professional learning</p> <p>The implementation of 4 Analysing our Impact Staff Meetings each term studying the progress of students in literacy &amp; numeracy over 5 week timeslots</p>
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## Academic Achievements

2016 saw St Aloysius students excel in both Debating & Public Speaking. Our Year 6 Debating team won both the Regional & Diocesan Debating Competitions. Likewise, we had three students who were successful in our Regional Public Speaking Competitions with one winning the Diocesan Competition and another receiving a place. We also had another student achieve numerous first places at the local Speech & Drama Eisteddfod.

2016 was the first year our Stage 3 students entered the University Science & Engineering Challenge. Whilst not achieving any places in this competition they certainly learnt a lot from the day and were keen to return to the Challenge in 2017.

ICAS (International Competition and Assessment for Schools). St Aloysius had 23 students from Year 2 - Year 6, sit the ICAS assessments across six KLAs (Key Learning Areas). They performed very well with the results as follows: 2 Distinctions in English and Maths; 12 Credits in English, Maths, Spelling, Writing, Science and Digital Technologies; and 7 Merits in English, Maths, Spelling and Science. Congratulations to all students.

## Cultural achievements

In 2016 a number of activities and accomplishments helped to further establish our identity as a new school community. These included:

\*the establishment of our School Houses, House Celebration Days and House Spirit trophy

\* A large representation by students at the Morpeth ANZAC Day March at the Maitland Remembrance Day Ceremony

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

- \* further training and opportunities for our School Choir
- \* the extension of individual music lessons at school to include guitar, piano, ukulele, wind instruments & bucket drumming
- \* one Musica Viva performance and a Drumming performance enjoyed by all students K-6
- \* two students successfully auditioning to earn parts in the 2016 Diocesan Aspire production
- \* attendance by all students Yrs 3 - 6 at the Diocesan Aspire performance
- \* class excursions to Morpeth Museum & Maitland Art Gallery

## Sporting achievements

In 2016 we held successful school Swimming, Cross Country and Athletics Carnivals. These events provided our school community with occasions to come together, get to know one another and cheer the children on. The school spirit shown by our students was clearly evident. They enjoyed competing in Houses for the first time and celebrating each other's successes. In addition to the carnivals, we were also able to:

- Celebrate the achievement of sending St Aloysius representatives to the All Saints Cluster, Diocesan, Polding and State PSSA representative sporting events (Athletics and Cross Country)
- Have many students trial for various sports such as Cricket, Rugby, Touch, Rugby League, Basketball and Soccer
- Through the Sporting Schools Australia funding, welcome expertise coaching from Basketball, Volleyball and Gymnastics who conducted specialist skill sessions for children in Kinder to Year 6
- Enter students in Horse Sports, Touch Football and League Tag Gala Days events competing against other schools from the region
- Participate in the Walk Safely & Ride Safely to School Days in order to promote healthy living and pedestrian safety



## Student Achievements

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### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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.

**CEO will insert data when it is available**

## Staffing Profile

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### 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).	20
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	20

### Workforce Composition

Number of Staff	
Total teaching staff	20
Total non-teaching staff	10
Grand total	30
Percentage of teachers who are indigenous	1

### Teacher Attendance

96%

### Teacher Retention

2016 Retention: 100%

At the end of 2016 13 % of staff comprising of 2 full time and 2 part time teachers were successful in gaining teaching positions interstate or overseas. The increase in student numbers and necessary teacher replacement resulted in the employment of 4 additional full time and 3 part time teachers as well as 2 additional non teaching staff. Our 2017 staff total will be 35 an increase of 16%.

### Professional Learning Undertaken

Whole staff professional learning in 2016 included:

- \* Aboriginal Spirituality Day with Louise Campbell
- \* Focus on Reading
- \* Fundamental Movement Skills
- \* Anaphylaxis, CPR & First Aid Training
- \* Catholic Schools Office Teaching & Learning Conference
- \* Kids Matter Module 2

\* 21st Century Learning, Thinking Dispositions & Student Agency with Karen Boyes

\* Online SALT Modules on Child Protection and Discrimination, Harassment & Bullying

The Principal attended regular Diocesan Principal Development Days, the inaugural HALT (Highly Accomplished & Lead Teacher) Summit, Learning Environments Australia Conference, Instructional Coaching & Better Conversations Workshops with Jim Knight & one day of the Pearson Teaching & Learning Conference.

Our Assistant Principal and Primary Coordinator continued in an Executive Development program. The Assistant Principal, Religious Education Coordinator and Primary Coordinator attended regular Diocesan Professional Development Days applicable to their roles. Our Assistant Principal attended Professional Learning Community PD with Tonia Flanagan, Visible Learning PD with John Hattie, Due Diligence & Mapping Risk Training & COSI Training. Our Primary Coordinator attended Kids Matter & Bounce Back workshops.

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

A number of teachers attended Peer Coaching, Get Reading Right PD, Connecting to Country Aboriginal Culture PD, ACER PAT PD, One Note PD, Autism PD, PD on the new History & Geography Curriculum, Writing PD with Alison Davis, Seven Steps Writing PD, ECT & Mentor PD Days, Understanding the Numeracy Continuum PD, Assessment PD, Choir & Drama Workshops & the Diocesan Early Years Summit.

A number of staff attended the Diocesan Faith Story Witness & Child Protection PD Days & SAS Training.

## Parent, Student and Teacher Satisfaction

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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 part of our School Self Review and Performance Reviews for our Principal, Assistant Principal and Religious Education Coordinator, parents were given a number of opportunities to engage with, contribute towards and provide feedback about our school's direction. Very positive feedback and suggestions were received through all these surveys reinforcing the school priorities and directions. Their responses were overwhelmingly positive with helpful feedback & suggestions for ongoing improvement.

Parent Engagement was enhanced during 2016 through the establishment of our school P&F Association. Meetings were consistently well attended throughout the year.

### Student Satisfaction

Students in all classes engaged in reflective learning activities throughout 2016. They were given opportunities to collaborate in developing class and school processes.

All students enjoyed our inaugural House Celebration Days and were able to learn about their House Patron and get to know other students in their House. 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.

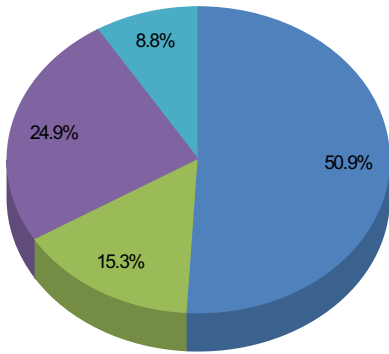
### Staff Satisfaction

As a new school community staff continue to be heavily involved in all aspects of the school's growth and development. This often requires extra work and staff have been very generous with their time and contributions. Staff ideas were sought throughout the year as we continued to develop our school culture and processes.

Our staff are 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.

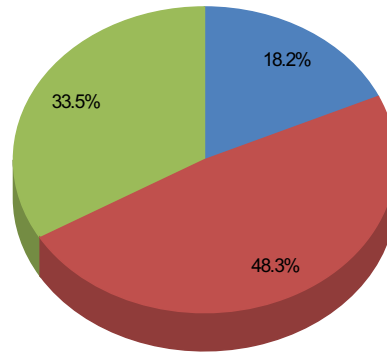
All staff were invited to participate in both the School Review and Performance Review surveys for the Principal, Assistant Principal and Religious Education Coordinator. Their responses were overwhelmingly positive with helpful feedback & suggestions for ongoing improvement. Staff also all met with the Principal in Term 4 to share their reflections on the year and suggestions for 2017. All staff agreed that the cohesiveness and level of collaboration amongst staff was one of the major strengths of the school in 2016.

Income



- Commonwealth Recurrent Grants (50.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.3%)
- Fees and Private Income (24.9%)
- Other Capital Income (8.8%)

Expenditure



- Capital Expenditure (18.2%)
- Salaries and Related Expenses (48.3%)
- Non-Salary Expenses (33.5%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,395,016
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$722,147
Fees and Private Income <sup>4</sup>	\$1,171,904
Other Capital Income <sup>5</sup>	\$415,567
<b>Total Income</b>	<b>\$4,704,634</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$935,903
Salaries and Related Expenses <sup>7</sup>	\$2,482,856
Non-Salary Expenses <sup>8</sup>	\$1,723,665
<b>Total Expenditure</b>	<b>\$5,142,424</b>

**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

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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 Parents 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 Fern Suzanne**

**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>