

ANNUAL SCHOOL REPORT

2017

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 NESAs 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 2017 and gives information about 2018 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

As I prepare to leave St Aloysius, I would like to take the opportunity to thank the whole school community for their friendship, commitment and support over the past three and a half years. I am sad to leave our special and unique school community. However, I know that I am leaving the school in a strong and positive position and that our community of staff, students and parents will continue to work together to ensure the school continues to grow and thrive.

I am proud of what we have been able to achieve as a new, contemporary and Catholic school community. Our annual plans have been both visionary and realistic enabling us to keep moving towards our shared goals. In 2015, we commenced with 8 classes from Kinder to Year 6 with students from 31 different schools & 25 preschools.

Since that time, we have welcomed nearly 100 new students and over 10 new staff members each year. These new members of our school community have been successfully inducted into the St Aloysius "way of doing things" whilst we continued to learn and grow together as a school community. We have continued to move forward successfully in temporary classrooms and during our current building project. Our dedicated, professional and collaborative staff, our enthusiastic and willing students as well as our positive and supportive parent and Parish community have worked together to ensure this success.

St Aloysius Catholic Primary School was named after St Aloysius - the patron saint of young students. At our 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 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, Learning to Do, Learning to Be & Learning to Live Together.

Suzanne Fern

Principal

Parent Body

The parent community at St Aloysius are very grateful and fortunate to be continually welcomed into the school. We are always invited to attend all annual events including the Welcome BBQ, Grandparent's Day, Mother's Day and Father's Day afternoon tea's with craft and paper plane flying competitions as well as assemblies and liturgies. The atmosphere is always welcoming with a real focus that "we are called" to be there to join the teachers in helping nurture the education that they are providing for our children. There is always a sense of belonging with each visit and never a feeling of loneliness. We have a wonderful amphitheatre style seating area where we are able to watch performances that the children perform for Christmas carol evenings and other events. We are regularly informed via fortnightly newsletters and updates through Skoolbag. There are also regular updates and photos through Twitter feeds for those who are unable to attend events.

It has been an exciting journey from the start and each year as we grow, we invite more families into our lives, our children's lives and into the St Aloysius parent community.

The St Aloysius Parents & Friends Association has met on alternate evenings during weeks 3, 6 and 9 each term this year. On average we have had 10 to 13 members in attendance at each meeting along with the regular attendance of our Principal and Assistant Principal. Our sole focus this year has been to raise enough funds to be able to make a substantial contribution towards air conditioning for our Stage 2

building works. A motion was put forward and passed to set a goal of \$30,000 to be the P&F's contribution towards the air conditioning and in October 2017 we were pleased to announce that we had reached that goal. We decided that not only did we want to contribute towards air conditioning that we would also like to contribute towards purchasing STEM items for the children to be able to use as part of their daily learning. We were able to contribute a \$5000 contribution towards STEM items for the school.

To enable these contributions we held a total of 11 fundraising events which occurred from 1 November 2016 to 31 October 2017. Fundraisers held over this period were Twilight Markets, Christmas Carols (sale of candles and glow sticks), Entertainment Books, Easter Raffle, Mother's Day Stall, Disco's x 2, Father's Day Stall, Colour Fun Run, Sausage Sizzle whilst our school was being used as a polling booth for a local election and the sale of Mango trays. Our P&F also has a sub uniform committee which currently sells our house coloured sport shirts.

Our members have a strong presence in our school community and can often be seen helping out at different school events.

P&F President 2017

Student Body

This year at St Aloysius has been a successful one for everyone. Our amazing teachers, wonderful students and great facilities and equipment helped us get through the year. There are many memorable moments in 2017 that we will look at.

The new Kindergarten students were welcomed. They enjoyed meeting their new teachers and making new friends. They settled in well and showed that they would be a great group of students.

Excursions took place at Oakvale Farm and the Reptile Park for the Infants classes. The children enjoyed learning about nature by feeding young animals at the farm and being up close to fierce Tasmanian Devils and large Anaconda snakes at the Reptile Park.

Year 1 classes also had the opportunity of having their own incubator. The children watched as the eggs hatched with baby chicks and then watched them grow.

Year 3 enjoyed an excursion to Blue Gum National Park at Minmi. The Ranger spent time talking to the students about Aboriginal heritage of the area. Then the students were provided with physical challenges at Treetops.

Year 4 enjoyed their first camp at Myuna Bay. They experienced team building activities and other outdoor pursuits like canoeing, high ropes and rock climbing.

Years 5 and 6 started the year with a school camp. They went to Bathurst to learn all about the Eureka Stockade. They also saw a sheep and cattle show; saw a sheep sheared, learnt about different cows and had fun bush dancing.

Our school is different in many ways. The learning spaces are different. The students can move around because of the flexible furniture. They can talk a little while they learn and having group work activities makes sure they can learn more about each other.

The cool furniture and flexible learning spaces make for learning in different ways and styles.

From the Four Pillars of learning to know, be, do and live together, the students have learnt many new things this year including 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.

Yr 6 student leaders, 2017.

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 in 2015 with 223 students transferring from 31 different schools as well as 25 preschools. In 2017 we commenced with 414 students living in 33 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.

In 2017 enrolment boundaries were introduced for our school - this included students living in Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth (partial), Thornton (partial) and Wallalong.

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. In 2018 the majority of our Year 6 students will continue their secondary education at St Bede's Catholic College, which opens in January on a site adjoining our school.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Our School Vision has inspired our directions and focuses in 2017. *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. Our REC is a member of the Parish Sacramental Team which further strengthens these links. We had thirty-one students complete their Sacraments of Initiation.

Our School Houses are 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).

We hold House Celebration afternoons 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 Masses, liturgies, prayers, and Carols by Candlelight. This year we also celebrated National Rosary Day.

Christian Discipleship

Many opportunities are provided for students and staff to develop their own spiritual formation. In 2017 the ELIM experience was attended by the Assistant Principal. The Principal attended a Senior Leaders Faith Formation. Our AP, REC & one Early Years Teacher attended Diocesan Retreats. Our PC attended an Art & Spirituality Day.

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. They attended a regional Mini Vinnies Conference and also undertook a Community visit to a local Aged Care facility.

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. This year all staff attended a Professional Development Day on Creative Teaching in Religious Education. 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.

Our Priests celebrate the Eucharist & Sacrament of Reconciliation according to a Parish roster. Prayer and Liturgy is embedded into our school life and supports our Religious Education program. Special prayer assemblies are prepared and celebrated throughout the year. In 2017 Michael Mangan Concerts were enjoyed by all students.

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 winter and Christmas Appeal where families bring gold coin donations and 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.

This year we also had fundraisers to support Brain Cancer research and Men's Health. The Mini Vinnies and school choir also went to visit Benhome Aged Care Facility to visit the residents as an act of service.

Student Profile

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 2017

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 2017

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

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 3 in 2017. This involved Parenting Support and Education and will be an ongoing focus.

2017 saw the implementation of Seasons for Growth program.

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
- 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

Our first school improvement priority for 2017 was Quality Teaching of Religion. Targeted professional learning as well as collaborative planning were important parts of this process.

Our second school improvement priority for 2017 was improved student achievement in literacy and numeracy through analysis & discussion of data. Strategies utilised included:

Protection of Uninterrupted Learning Time

Weekly No New Learning Time to allow for targeted intervention

4 Staff Meetings per term allocated to Analysing Our Impact (on learning)

Utilisation of a number of means of tracking student progress including: Literacy & Numeracy Continuums, Differentiation Diamonds, Data Spreadsheets

Targeted Professional Development

Online support for parents to enable them to better support student learning

Our third school improvement priority for 2017 was enhancing a culture that promotes learning through:

Professional Practice & Development processes supported by Educator Impact & AITSL Resources

Regular colleague observation, team teaching, feedback & coaching

An in school Teach Meet conference to share professional learning

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In Catholic Formation & Mission our focus was on Quality Teaching of RE. We strengthened this focus with a whole staff professional development day on Creative Teaching in Religious Education run by Jenny Langford. A collaborative approach to planning, assessing and reporting on Religious Education was implemented in all Stages. Religious units of work were carefully assessed prior to teaching to ensure they were both engaging for students and aimed at an appropriate educational level. Purchases of additional Religious education resources were made to support the quality teaching of RE.</p>	<p>As part of a focus on our Catholic Identity our priorities in 2018 will be implementing strategies to enhance:</p> <ul style="list-style-type: none">■ Staff & student faith formation■ Staff, parent & student induction

To enhance learning at St Aloysius we have successfully implemented and/or improved a number of strategies including:

- Regular Analysis & Discussion of Data through scheduled 'Analysing our Impact' meetings (4 per term)
- Creating visible learners through schoolwide use of learning intentions, success criteria and student feedback
- Ensuring differentiated Teaching & Learning across Grades/Stages through collaborative planning, common assessment and teaching
- A whole school focus on Writing, Spelling & STEM supported by targeted professional development
- engaging with the Diocesan focus on the needs of the Early Learner & Gifted students
- Utilisation of the Australian Professional Standards for Teachers to inform & support teachers' professional goal setting
- Support for and encouragement of Personal and Professional Development processes for all teachers
- Implementation of Peer Observation and Feedback for all teachers

In 2018 a second priority will be to enhance teaching and learning at St Aloysius, and in particular to improve the learning progress for all students. In order to achieve results in this priority area we will be implementing strategies to enhance:*

- Staff Collaboration – through the effective use of a Lead Teacher, Peer observations & feedback, Analysing our Impact Teacher Meetings & the establishment of Staff Committees as needed
- Student learning goal setting through the use of the visible learning questions: Where am I going? How am I going? Where to next?
- Our National School Improvement Tool focuses of Targeted Use of School Resources and A Culture that Promotes Learning
- Literacy - through professional development in the Balanced Literacy Block and the school wide implementation of a consistent approach to Spelling
- Literacy - through the implementation of consistent language schoolwide e.g. Get Reading Right, Seven Steps
- Numeracy through effective Differentiation
- Gifted Education through an Application to become a GEL school
- Early Years & Play based learning

<p>To ensure effective Service & Governance we have engaged in the following strategies:</p> <ul style="list-style-type: none"> ■ Enhanced parent engagement with school & learning through the commencement of filming a library of videos to provide information and support for parents ■ Preparation for and engagement with a successful External Financial Audit ■ Preparation for and engagement with a successful WHS External Audit ■ Enhancement of our digital learning environment through preparatory work for our 2018 BYOD program 	<p>As our Stage 2 Building Project comes to completion during 2018 we will be working towards the effective establishment of:</p> <ul style="list-style-type: none"> ■ The school Library/Learning Hub ■ An ongoing Landscape & Playground Masterplan & Maintenance Schedule <p>To further support the effective use of technology at St Aloysius, focuses in 2018 include:</p> <ul style="list-style-type: none"> ■ Establishment of a BYOD program for Yr 4 students (Optional for Yrs 5 & 6 students) ■ Implementation of the COMPASS Parent Portal ■ Further enhancement of Parent engagement with learning through availability of a wider range of parent information videos on the school website
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Academic Achievements

To ensure effective and successful ongoing learning at St Aloysius, our priorities include:

- A focus on relationships – getting to know each child, the use of Restorative Justice, Kids Matter & Bounce Back strategies & resources
- A focus on squeezing the most learning juice out of each day
- Limiting interruptions
- Creating a calm school
- Starting each year with our Quality Beginning – when we develop & implement classroom & whole school processes as well as shared behaviour expectations for each classroom
- Creating visible learners – ensuring learning expectations & success criteria are made explicit, utilising pre & post tests for new learning to allow students to demonstrate prior knowledge, creating student learning goals & assisting students to verbalise the next steps needed for learning progress, utilising exit tickets & student feedback to inform students of their learning progress, ensuring students have opportunities to demonstrate learning at higher levels
- A focus on essential learning – identifying priorities in an overcrowded curriculum & integrating learning across subject areas where possible
- Ensuring contemporary learning including:
 - Explicit teaching of foundation literacy & numeracy skills
 - Teaching & implementing positive behaviours for learning including skills & strategies for self regulation
 - Explicitly teaching strategies for students to follow when they are stuck with their learning

- Utilising differentiation and targeted learning – grouping students according to pretests
- Incorporating student interest & questions through facilitated inquiry or project learning
- Incorporating research based pedagogy including growth mindset, brain based learning & brain breaks
- Ensuring a balanced curriculum including opportunities for creativity, social justice & stewardship
- Collaborative planning, assessment & responsibility– to maximise shared expertise & consistent teacher judgement

2017 saw St Aloysius students once again excel in both Debating & Public Speaking. We had three students who were successful in our Regional Public Speaking Competition with one winning the Diocesan Competition. We had one student successfully audition and perform in the Diocesan Aspire production. We also had another student achieve numerous first places at the local Speech & Drama Eisteddfod. This year we had our first school team compete in the Tournament of Minds competition. All our Stage 3 students entered the University Science & Engineering Challenge and were very pleased with their placings.

ICAS (International Competition and Assessment for Schools). St Aloysius had several 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: 1 High Distinction in Digital Technologies, 3 Distinctions in Spelling, Science & Mathematics, 11 Credits in English, Spelling, Science, Mathematics & Digital Technologies and 4 Merits in English, Writing & Mathematics. Congratulations to all students.

Cultural achievements

We have celebrated and promoted the diversity within our community in 2017 with our Harmony Day and NAIDOC Week celebrations made possible by the successful collaboration of students, parents and staff. Likewise, our Defence families have supported us in our commemorations for ANZAC Day and Remembrance Day. In 2017 we formally recognised the sacrifice made by these families by presenting students whose parents have been deployed this year with medals at a special Assembly.

In 2017 we introduced 8 Yr 6 House captains and the 2017 Yr 6 shirts were printed on their House Shirts as a memento of the year they were introduced to the school. There were numerous activities to build House Spirit.

Other cultural achievements in 2017 included:

- The commencement of after school student French Club lessons
- a Musica Viva performance enjoyed by all students K-6
- one student successfully auditioning & performing in the 2017 Diocesan Aspire production
- Attendance by all students Yrs 3 - 6 at the Diocesan Aspire performance
- A cartooning workshop for all students
- Specialist Drama lessons for Stage 3 students
- A visiting author & film maker

Sporting achievements

In 2017 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. 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

- Organise & participate in a memorial Les Darcy Gala Sport Day for Stage 3 students in local Catholic schools
- Through the Sporting Schools Australia funding, welcome expertise coaching from Basketball and Gymnastics who conducted specialist skill sessions for children from Kinder to Year 6
- Enter students in Horse Sports, Touch Football and League Tag Gala Days events
- Participate in the Walk Safely & Ride Safely to School Days in order to promote healthy living and pedestrian safety
- Introduce swimming & life saving lessons
- Engage in our first school Colour Run

Student Achievements

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.

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.65%	73.90%	8.06%	10.00%
	Writing	93.55%	74.40%	0.00%	7.50%
	Spelling	67.74%	68.80%	11.29%	13.10%
	Grammar	80.65%	75.00%	9.68%	10.50%
	Numeracy	77.97%	67.10%	6.78%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	68.29%	63.00%	7.32%	14.60%
	Writing	16.67%	47.90%	11.90%	19.40%
	Spelling	61.90%	63.00%	14.29%	14.10%
	Grammar	59.52%	59.90%	23.81%	17.50%
	Numeracy	64.29%	57.60%	4.76%	14.60%

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).	23
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

Workforce Composition

Number of Staff	
Total teaching staff	23
Total non-teaching staff	12
Grand total	35
Percentage of teachers who are indigenous	0

Teacher Attendance

95%

Teacher Retention

2017 Retention: 95%

During 2017 two teachers took maternity leave and the Defence School Transition Aide took on a full time position elsewhere. These staff were all replaced during the year. At the end of 2017 the foundation Principal was successful in gaining a position at the Catholic Schools Office and one temporary teacher completed her contract. The increase in student numbers for 2018 and necessary teacher replacement resulted in the employment of a new Principal, 5 additional full time teachers as well as 2 additional non teaching staff. Our 2018 staff total will be 40 with two teachers returning from maternity leave during the year..

Professional Learning Undertaken

- All teachers undertook Professional Practice & Development (PPD) Meetings with Principal, Colleague observations & feedback
- Whole Staff Teach Meet Conference was prepared & presented by our own staff
- Whole School Staff Development Days:
 - Seven Steps to Writing Success

- Creative Teaching in Religious Education
- Compass Training
- Mind Brain Conference attended by the PC
- EduLead Conference in Singapore attended by the Principal
- Positive Schools Conference attended by the REC
- ELIM two week experience attended by the AP
- ACSP Principals Conference was attended by the Principal
- Senior Leaders Faith Formation was attended by the Principal
- National School Improvement Tool Training was attended by the school Leadership Team
- Primary Coordinator Performance Review was completed for the PC
- Director Principals Days were attended by the Principal
- Assistant Principal Assembly Days & Retreat were attended by the AP
- REC Assembly Days were attended by the REC
- Primary Coordinator Days were attended by both the PC's
- NAPLAN Data Analysis - members of the school Leadership Team
- Focus on Reading - S3 Teachers
- Primary Coordinator Retreat - both the PC's
- Compass Training - the Compass Implementation Team
- SAS Training - Office Staff
- Art & Spirituality PD - the PC
- Afterschool On Line Training (9 hours)in
 - Term 1 – Learners with Speech, Language & Communication Needs - 11 teachers
 - Term 2 – Dyslexia – 9 teachers
 - Term 4 - ASD - 10 teachers
- Safety Town Road Safety Professional Development - one teacher
- Highly Accomplished Teacher Professional Development - one teacher
- Cultural Awareness Professional Development - the Aboriginal teacher
- Twilight Staff Meetings on Play based learning & loose playground play (6 hours) - all teachers

- After school Teach Meet at Newcastle University - 10 teachers
- Kids Matter Professional Development - 2 teachers
- Get Reading Right - 3 teachers
- Gifted & Talented PD - 2 teachers

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

Parents seeking enrolment at St Aloysius are asked why they have chosen our school. In the majority of cases the response is that they have heard excellent feedback about the school. This has resulted in an enrolment increase of 100 students again in 2018.

As part of both a Performance Review for our Primary Coordinator and a Kids Matter Parent survey, parents were given an opportunity 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.

Feedback from parents was also sought as part of the consultation process leading to the appointment of a new Principal in 2018. These responses were overwhelmingly positive with helpful feedback & suggestions for ongoing improvement.

Parent Engagement was supported during 2017 through our school P&F Association. Meetings were consistently well attended throughout the year. Seven Volunteer Induction sessions were held throughout the year attended by over 100 parents and carers. Opportunities were included in all sessions for parent feedback and questions. These sessions were very positive.

Student Satisfaction

Students in all classes engaged in reflective learning activities throughout 2017. They were given opportunities to collaborate in developing class and school processes. Student feedback is also an essential component in the annual teacher goal setting process utilising surveys in Terms 1 & 4.

Students enjoyed numerous opportunities to represent the school on major excursions and at community events throughout the year. Positive feedback was received both from the students and about the students on all occasions.

All students enjoyed our House Celebration Afternoons and other House based activities and were able to get to know more 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.

A Parking Lot format is included in our weekly Staff Briefing enabling all staff to contribute to:

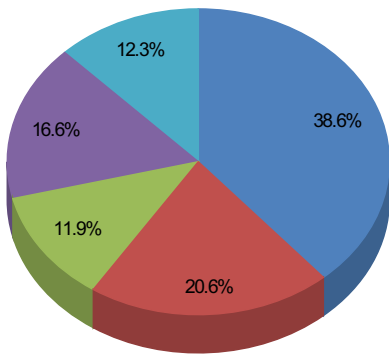
- What is going well?
- What can we improve?
- What are the questions?
- What are the issues & ideas?

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.

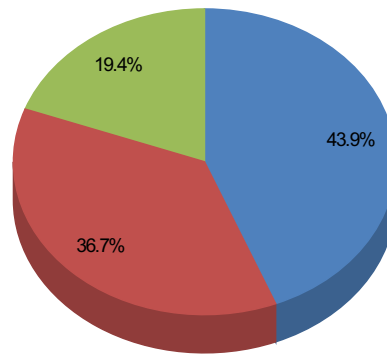
All staff were invited to participate in the Performance Review survey for the Primary Coordinator. Their responses were overwhelmingly positive with helpful feedback & suggestions for ongoing improvement. Staff also all met with the Principal in Term 4 to share their reflections on the year and suggestions for 2018. All staff agreed that the cohesiveness and level of collaboration amongst staff continued to be one of the major strengths of the school in 2017.

Income



- Commonwealth Recurrent Grants (38.6%)
- Government Capital Grants (20.6%)
- State Recurrent Grants (11.9%)
- Fees and Private Income (16.6%)
- Other Capital Income (12.3%)

Expenditure



- Capital Expenditure (43.9%)
- Salaries and Related Expenses (36.7%)
- Non-Salary Expenses (19.4%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$3,035,097
Government Capital Grants ²	\$1,619,247
State Recurrent Grants ³	\$932,003
Fees and Private Income ⁴	\$1,300,103
Other Capital Income ⁵	\$968,088
Total Income	\$7,854,538

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$3,918,298
Salaries and Related Expenses ⁷	\$3,271,825
Non-Salary Expenses ⁸	\$1,730,374
Total Expenditure	\$8,920,497

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, NESA, 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:

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>