



# 2018

**ANNUAL SCHOOL REPORT**

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## St Aloysius Catholic Primary School, CHISHOLM

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## About the Annual School Report

St Aloysius Catholic Primary School is registered by NESA 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

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### Principal's Message

I am delighted to present to you the Annual School Report for St Aloysius Catholic Primary School, Chisholm.

During 2018, St Aloysius celebrated many rich and varied academic, sporting, cultural and spiritual achievements of our students. Of special significance was the opening of our Stage 2 buildings and playground; becoming a Gifted Education Leading school and growing enrolments from 339 to 508 students.

The school continued to build strong, positive relationships with the Immaculate Conception Parish, Morpeth and our parent community. This close partnership was acknowledged with the school being the recipient of the Diocesan Emmaus Award for Excellence in Community. A number of our children received the Sacraments of Reconciliation, Eucharist and Confirmation. Many of our students and leaders represented St Aloysius in various community and Diocesan events. Our P&F were a wonderful support to the school, contributing a large amount of money through fundraising events.

Many of our students performed well in NAPLAN and other tests such as the ICAS exams, debating, public speaking, Tournament of the Minds, Performing Arts and a variety of sporting events at school, regional, diocesan and state levels. Our choir received third place in the Inaugural All Saints Cluster Choir Showcase and the school held its first Creative Arts Gala Day.

St Aloysius continued to support classroom teachers through the allocation of a Leading Teacher to help improve student outcomes in literacy and numeracy and the provision of a Learning Support Teacher, ESL teacher, Aboriginal Education Teacher, Defence Community Mentor and a number of Learning Support Assistants.

We are very proud of our students' successes both in and out of the classroom during 2018.

Copies of this report are available from the school office or from the Catholic Schools Office website.

Grant Diggins

Principal

### Parent Body

The St Aloysius P&F Association met each month during 2018. On average there was a presence of around 10 members at each meeting along with our school Principal and occasionally other staff members. It was a year that we were able to start making contributions towards other areas of the school as previously our main focus was to fundraise for air conditioning for our stage 1 and stage 2 building works. There were approximately 8 fundraisers held throughout the year and 3 friendraisers. Friendraisers have always played a special part in our school. We held a Welcome BBQ at the start of the school year whereby all of the families in our school community were invited to attend one evening and join us for steak and sausage sandwiches, using this time to meet and greet with new families and to reacquaint with existing families. It was also a time to meet with new staff members with a real focus on making everyone feel welcome. We also held a Father's Day Stall with Afternoon Tea and a Mother's Day Stall with Morning Tea. For the first time this year we utilised our Father's Day activities to help raise much needed funds for the St Vincent de Paul's Farmers Drought Appeal and proudly the P&F donated \$1000 towards this appeal.

Our fundraisers consisted of selling Entertainment Books, holding an Easter Raffle, Disco, Pie Drive and Trivia Night. Later in the year we sold our ever popular Mango Trays and decided to go with something new this year by having all of the children complete a template for Picture Plates. From our Disco and Pie Drive we were able to donate \$2000 towards the purchase of Hovercams for classrooms and from our sale of Entertainment Books we were able to contribute \$2000 towards setting up an outdoor Library and quiet zone in our new area adjacent to the Library. After much discussion it was then decided that \$3000 from the funds from our Trivia Night and Easter Raffle would go towards the purchase of material for an outdoor play area which would include shopfronts and mud play kitchens.

As part of the stage 2 building works we saw the pavers being laid that we had the foundation families purchase back in 2016. These were unveiled at the official opening of the stage 2 building works.

The community of St Aloysius continue to be very fortunate as each year we are very much welcomed into our school. The partnership between parents and school is very strong at St Aloysius. We are continually updated through fortnightly newsletters and have been receiving regular notifications through our parent portal Compass. Parents and Friends are welcome to attend various events throughout the year, never leaving you without a sense of involvement. This is evident in the reference that the P&F wrote this year nominating St Aloysius for the Emmaus Award for School Community. A partnership that I feel will continue throughout the years.

P&F President 2018

## Student Body

This year at St Aloysius we have had lots of memorable moments. From a new two storey building to a new playground, everyone had a blast! We had a brilliant year with no interruptions and that's because our wonderful staff and students helped everyone through the year.

**The new two storey building:** This year a new building opened as our latest addition to the school. The classes that moved in were grade one, three and four, they were all very grateful for the new facilities.

**The new playground:** In addition to entertainment for students, a new playground opened at the back of the school. All the students were busting to try the new equipment. Although there were a few malfunctions, we got there in the end and took great care of the equipment.

**Buddies and community:** To help our new kindergartens adjust to the life of big school, all of year six contributed towards new buddies. All of year six and kindergarten got along well with each other and there were no issues. St Aloysius' community helped each other through a great year by being friendly, loving and following our motto of being called. This led to Aloysius having one of the best years they will ever have.

**Sports carnivals:** St Aloysius students attended two carnivals, one of which was the swimming carnival. At the carnival we had some very talented students show their impressive skills. For the athletics carnival we had all sorts of field activities and track races, in which almost everyone participated in.

**Learning environments:** St Aloysius students absolutely love the flexible furniture and unique learning spaces. It gives the students comfort when learning, it also allows the students to communicate and socialize easier. Having these different facilities can boost student's energy to learn in different ways.

**4 pillars of learning and houses:** Our school is broken up into 4 different houses (Chisholm, Corcoran, Ignatius and McAuley). Each house earns points for helping others and doing the right thing. Another way of earning house points is the sports carnivals, by participating and supporting one another. Each assembly, teachers hand out awards for that week's pillar of learning. (Learning to know, be, do and live together).

2018 was a busy year, but the student's contribution made it a great time for everyone. Although it went quickly, all of us had memories of our own that we will treasure as we make our way through our learning journey.

Yr. 6 Student Leaders, 2018

## 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.

The school was originally designed as a two-stream school however will become three stream in 2019. It was purpose built with contemporary, flexible learning spaces. Stage 2 of building was completed in 2018 and included a new Administration Block, ten classrooms, three learning commons, a refurbished Learning Hub, new playground spaces and equipment, car park extension and associated landscaping.

### Location/Drawing Area

St Aloysius is the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 with 223 students from Kindergarten to Year 6, transferring from 31 different schools as well as 25 preschools. In 2018, this increased to over 500 students living in over 33 surrounding suburbs, including families who enrolled whilst their houses were being built in Waterford County, the estate in which the school is situated. Chisholm, located just over 30 kilometres north-west of Newcastle is one of Maitland's newest suburbs and one of the biggest growth areas in NSW.

In 2017 enrolment boundaries were introduced for the school to include students living in Berry Park, Chisholm, Duckenfield, Hinton, Morpeth, Phoenix Park, Raworth (partial), Thornton (partial) and Wallalong.

St Aloysius is part of the Chisholm Pastoral Region and the All Saints Cluster. Our nearest Catholic Diocesan schools are Our Lady of Lourdes, Tarro, 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 opened in January on a site adjoining our school.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

St Aloysius acknowledges the traditional owners of the land on which the school is built, the Wonnarua people.

The school has a history enriched by the traditions of both the Mercy Sisters and the Jesuit order. Our patron, St Aloysius, dedicated his short life to the service of others and in prayer to Mary. At St Aloysius we take pride in being a truly authentic Catholic school, evidenced by a successful evaluation of our Catholic Identity during the year. We celebrate this in various ways – daily in prayer and Religion lessons and regularly with the whole school through liturgy and celebration of the Eucharist. Our school environment is also rich in Catholic symbolism. Christian values and attitudes underpin our relationships, policies and procedures, especially those included in our school vision statement, '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.'

A highlight for 2018 was participation in a number of faith formation opportunities including a Staff Spirituality Retreat, Senior Leaders Retreat and a Year 5 Student Leadership Spirituality Day.

### Family, Parish and Diocesan evangelising and catechesis

St Aloysius school is an integral part of the Immaculate Conception Parish, Morpeth.

The school provides and participates in many initiatives that involve our families and parishioners in the Catholic life of our school. Prayers, Liturgies and Masses are celebrated throughout the year in both our school chapel and Church at Morpeth. In 2018 these included Mother's Day, Father's Day, Grandparent's Day, as well as stage and whole school Masses and liturgies for special feast days and occasions such as our Opening School Mass, St Aloysius Feast Day, Lent, Easter and Year 6 Graduation.

Parents, parishioners and the wider community were once again invited and welcomed into the school for the Annual Twilight Picnic and Carols. In addition to this, the school hosted the Two Bishops Diocesan Ecumenical and Interfaith Council gathering and the Diocesan Primary Principals' Association meeting.

St Aloysius student leaders and principal represented the school at the Diocesan Catholic Schools Week Mass and Project Compassion launch.

### Christian Discipleship

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith formation programs. In 2018 these spiritual programs included a Staff Retreat and a Year 5 Student Leader's Day. The principal participated in a two day Senior Leader's Retreat and the REC and Primary Coordinator attended Retreat days.

Our Mini Vinnies met regularly and were engaged in a variety of spiritual and practical activities that enabled them to model their faith in both word and action. They also attended a local Aged Care facility with our school choir.

St Aloysius is an MJR school and uses the Making Jesus Real program and resources in addition to our RE curriculum. The MJR program promotes Christian discipleship by encouraging staff and students to live and act like Jesus and to look for and recognise the spirit of Jesus in others.

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. A number of our students were trained as Altar Servers and participated in the Parish Youth group and music ministry during 2018.

### Religious Education and Curriculum

St Aloysius uses the mandatory, Diocesan K-12 Religion Syllabus for the classroom teaching of Religion. The four major strands, Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and

Morality are treated sequentially throughout the year.

All Units of Work in each Key Learning Area contain a Rationale Statement on Catholic Perspectives.

Year 6 students participated in the Religious Literacy Test, conducted by the Archdiocese of Sydney.

A number of children participated in the Parish-based Sacramental program for Reconciliation, First Eucharist and Confirmation.

All teachers of Religious Education are practising Catholics who hold appropriate Religious Education qualifications. A number of staff completed aspects of the Faith Education Accreditation during the year and attended professional learning on the Religion syllabus.

### Initiatives Promoting Respect and Responsibility

The school proudly supports a number of Catholic agencies including 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 .

In 2018, we participated in Project Compassion during the Season of Lent; the St Vincent de Paul Winter and Christmas Appeals, where families made gold coin donations and sent in non-perishable food items which were made up into Christmas hampers for families in need within our local community. In addition to this we held a Country Fair to raise money to support Drought Relief for farmers.

We supported Catholic Mission during the month of October when we held a "Mission Day" where all students participated in a variety of activities. All proceeds were donated to Catholic Mission.

The Mini Vinnies and school choir also attended Benhome Aged Care Facility to visit the residents as an act of service.

St Aloysius also participated in local community and Diocesan events including the Anzac Day March and Commemoration Ceremony at Morpeth and Movember.

The school also began a review of its Positive Behaviour for Learning program linked to the Four Pillars of Learning.

## Student Profile

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

LBOTE*	SWD*	Indigenous
16	18	31

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

### Enrolling at a Catholic School

#### Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

#### Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	85
Year 1	81
Year 2	77
Year 3	81
Year 4	75
Year 5	60
Year 6	49
Total	508

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94	94	94	93	93	93	91	93

### Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

## 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. No changes were made to the 2015 Pastoral Care Policy. Copies are available on request from the school office.

St Aloysius Catholic Primary School is a 'Kids Matter' school, 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

In 2018 we continued to offer the 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 one another. 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 school began the review of its Positive Behaviour for Learning policy during 2018 by revising the reward system, to encourage and affirm positive and appropriate behaviour. This will be finalised in 2019.

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

No changes were made to the Anti-Bullying policy from 2015. Copies are available from the school office on request.

## 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

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### School Improvement Plan

The major School Improvement Plan (SIP) focuses under the four domains for 2018 were:

1. Catholic Formation and Mission - Faith Formation for staff and students; enhancing Parish/school partnerships
2. Learning - Gifted Education; establish Learning Hub and BYOD program; focus on Balanced Literacy Block
3. Leadership - Leadership Formation; new NESA requirements for Accreditation
4. Service and Governance - implement Compass Parent portal; update Child Protection training; opening of Stage 2 facilities

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>In Catholic Formation and Mission</p> <ul style="list-style-type: none"><li>* Held Staff Spirituality Day on Advent</li><li>* Inaugural Year 5 Student Leadership Retreat day</li><li>* School Leadership Team staff attended retreat days: Principal - Senior Leaders Retreat, Regional Principal's Retreat; Primary Coordinator Retreat</li><li>* Strengthened partnerships between school and Parish, with St Bede's Catholic College and fellow feeder school, Our Lady of Lourdes, Tarro.</li></ul>	<ul style="list-style-type: none"><li>* Strengthen staff, parent and student induction process</li><li>* Focus on prayer with staff, student and parents - student prayer book and parent coffee and conversation sessions</li><li>* Staff, student and parent spirituality linked to the school's charisms - Jesuit (Patron St Aloysius) and Mercy orders and their key traits</li></ul>

<p>2. Learning</p> <ul style="list-style-type: none"> <li>* Became a Gifted Education Leading School (GEL), appointed as Gifted Education Mentor (GEM); formed a Gifted Education Committee and participated in initial professional learning.</li> <li>* Implemented Bring Your Own Device program for Year 4 and held parent information meetings</li> <li>* Established a school Learning Hub consisting of Library collection, learning spaces and STEAM.</li> <li>* Developed school wide agreed practices for Balanced Literacy block</li> </ul>	<ul style="list-style-type: none"> <li>* Formulate Professional Learning Plan with an emphasis on spelling, writing, numeracy and contemporary learning</li> <li>* Implement Diocesan Early Learning policy and procedures through involvement in Successful Foundations Pilot</li> <li>* Review St Aloysius' Learning Philosophy/Statement and the Four Pillars of Learning</li> <li>* Undertake Professional Development in 'The Future of Learning' - Mark Treadwell</li> <li>* Review Student Welfare policies and procedures especially Positive Behaviour for Learning, Discipline, Anti-Bullying, Cyberbullying and Protective behaviours and offer information and workshops for staff, students and parents.</li> <li>* Establish and implement new Professional Learning Community (PLC) and Professional Practice and Development (PP&amp;D) structures</li> </ul>
<p>3. Service and Governance</p> <ul style="list-style-type: none"> <li>* Review of Child Protection policies and procedures; update Child Protection training for all staff</li> <li>* Ongoing implementation of Compass including Parent portal</li> <li>* Completion and opening of Stage 2 facilities</li> </ul>	<ul style="list-style-type: none"> <li>* Offer a variety of parent information meetings and workshops based on survey</li> <li>* Review and rebuild school website</li> <li>* Participate in Continuum of School Improvement External Review and Finance audit</li> <li>* Finalise school Masterplan and commence Stage 3 Building Works and landscaping</li> <li>* Formulate school Maintenance Plan</li> </ul>

## Academic Achievements

St Aloysius values the academic achievements of all children. In 2018 students excelled in both Debating and Public Speaking. One student was awarded a place at the Regional Public Speaking Competition and competed at Diocesan level. Two teams also participated in Tournament of the Minds.

A number of our students received distinctions and credits in the International Competition and Assessment for Schools (ICAS) tests through the University of NSW and Year 6 children participated in the Diocesan Religious Literacy test.

Year 3 and 5 completed NAPLAN.

Students with special needs were supported both in and out of classrooms and on the playground and given opportunities to develop to their full potential. Many showed great growth through intervention programs such as MiniLit and Rapid Reader.

## Cultural achievements

Students at St Aloysius were given many opportunities to demonstrate their talents across a range of key learning and interest areas, particularly in the creative and performing arts. Of particular significance in 2018 was third place at the inaugural All Saints Choir Showcase and participation in the school's first Creative Arts Gala. Two of our students were also selected to be a part of the Diocesan Aspire Production,

Dark Matters.

The school hosted a number of special visitors including author, Kim Michelle Toft, Musica Viva - West African Music and Dance and Ship of Fools Watersaving Show.

Students from each grade attended excursions to Hunter Valley Zoo, Tocal Homestead, Oakvale Farm, Treetops, Diosounds and Aspire. Our Year 4, 5 and 6 went on camps to Myuna Bay, Bathurst and Canberra.

St Aloysius also celebrated many significant events including Harmony Day, NAIDOC week, ANZAC Day and Bookweek.

The school continued to provide music lessons for all students as well as optional, specialist guitar, piano and french lessons.

### Sporting achievements

Throughout 2018, students from St Aloysius had the opportunity to participate in a wide variety of sports. These included individual and team events in swimming, athletics, cross country, rugby league, soccer, AFL and Touch. A number of students participated in Diocesan carnivals with two gaining selection to Polding teams in Athletics and in Soccer and Netball Gala days. The school held successful swimming, cross country and athletics carnivals and had children represent St Aloysius at regional level. Students also participated in National Ride and Walk to School days in order to promote healthy living, exercise and road safety.

The school was the recipient of a number of sporting grants used to deliver a 5-6 week Gymnastics program.

## 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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	75.00%	75.70%	8.80%	8.70%
	Writing	67.50%	71.70%	3.80%	10.00%
	Spelling	72.50%	69.60%	7.50%	12.50%
	Grammar	78.80%	73.10%	10.00%	11.30%
	Numeracy	61.30%	66.80%	13.80%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	66.10%	65.50%	11.90%	12.80%
	Writing	39.00%	43.70%	20.30%	23.40%
	Spelling	69.50%	63.90%	16.90%	13.50%
	Grammar	66.10%	64.40%	11.90%	14.30%
	Numeracy	50.80%	57.50%	13.60%	14.10%

## Staffing Profile

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### Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	28
II. Teachers at Highly Accomplished/Lead	0

### Workforce Composition

Number of Staff	
Total teaching staff	28
Total non-teaching staff	14
Grand total	42
Percentage of teachers who are indigenous	0

### Teacher Attendance

94%

### Teacher Retention

100%

### Professional Learning Undertaken

Staff participated in the following pupil free days during 2018:

- \* Literacy - Bernadette Thorne
- \* CPR and Anaphyaxis
- \* Balanced Literacy Block - Sue Hutchens
- \* Child Protection training
- \* Staff Retreat
- \* Diocesan Teaching and Learning Conference

Several teachers attended conferences throughout the year including Mantle Library Conference, Positive Schools Conference and the Early Childhood Conference. One staff member participated in the Executive Development course while several others completed mentor/mentee training for Early Career Teachers and Faith Education Accreditation modules.

Other significant professional learning undertaken by staff during the year included:

- \* Early Learning

- \* Programming and Assessment
- \* Pedagogy, Planning and Programming
- \* Digital Technologies and the NSW curriculum
- \* Management and Actual and Potential Aggression (MAPA)
- \* Developing Visual Literacy and Geometrical Thinking
- \* Contemporary Perspectives in Spelling
- \* Gifted Education K-2
- \* Use of the National School Improvement Tool
- \* NAPLAN Analysis Workshop
- \* The Future of Learning - Mark Treadwell

## 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

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 the beginning of year Parent Information Meeting, parents were given a survey, to provide feedback about the school. This was overwhelmingly positive and provided suggestions to further improve the school.

Parent Engagement was supported during 2018 through our school P&F Association. Meetings were consistently well attended throughout the year. Numerous 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 2018. 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 based activities and were able to get to know more students in their Houses. 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

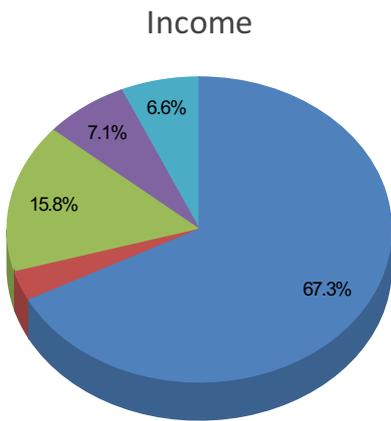
As a new school community staff continue to be heavily involved in all aspects of the school's growth and development. This often requires extra work and staff have been very generous with their time and contributions. Staff ideas were sought throughout the year as we continued to develop our school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

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

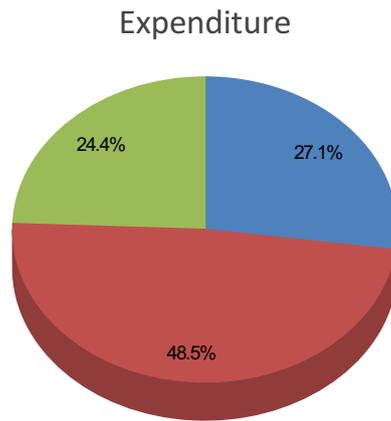
- What is going well?
- What can we improve?
- What are the questions?
- What are the issues & ideas?

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.

Staff agreed that the cohesiveness and level of collaboration amongst colleagues continues to be one of the major strengths of the school in 2018.



- Commonwealth Recurrent Grants (67.3%)
- Government Capital Grants (3.2%)
- State Recurrent Grants (15.8%)
- Fees and Private Income (7.1%)
- Other Capital Income (6.6%)



- Capital Expenditure (27.1%)
- Salaries and Related Expenses (48.5%)
- Non-Salary Expenses (24.4%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,592,297
Government Capital Grants <sup>2</sup>	\$215,773
State Recurrent Grants <sup>3</sup>	\$1,075,173
Fees and Private Income <sup>4</sup>	\$482,995
Other Capital Income <sup>5</sup>	\$453,446
<b>Total Income</b>	<b>\$6,819,684</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$2,276,582
Salaries and Related Expenses <sup>7</sup>	\$4,066,024
Non-Salary Expenses <sup>8</sup>	\$2,046,183
<b>Total Expenditure</b>	<b>\$6,112,207</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, 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>