

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Grant Diggins

Web: <http://www.chisholm.catholic.edu.au>

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## About this report

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St Aloysius PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

It is with great pleasure that I present the Annual School Report for St Aloysius Catholic Primary School, Chisholm for 2021.

2021 saw education continue to deal with the impact of COVID-19. Although COVID-19 continued to disrupt in-school learning, it also allowed further opportunity to explore and strengthen home learning styles for students, and communication approaches with parents. As St Aloysius Catholic Primary School is a 21st century designed school with an emphasis on technology, it also further enhanced the technology adaptability of all users. Contemporary learning platforms saw a rise in popularity and were preferred in the teaching and learning space.

Since 2015, St Aloysius Catholic Primary School, has continued its building project. During the latter part of 2021, the final stage of the build was completed with a separate building for year 6. This contained classrooms, break-out spaces, and covered outdoor area. The school saw the inclusion of a futsal field and STEM room. These two new additions will allow students to experiment and explore new opportunities in other fields.

As the school Mission Statement states: At St Aloysius Primary School, we are called to:

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

We ask all stakeholders in our school to support the school Vision through the actions taken in striving to follow the requests of our mission statement. This is responded to in many ways.

The P & F continued to fund raise and assist with providing more resources for student learning. We are always grateful for the support of the P&F. We were able to purchase new keyboards for the music program and hovercams for the classrooms, as well as more reading material.

Staff are always encouraged to be at the forefront of education through professional learning opportunities. The teachers encourage their students to strive for their goals and enjoy being in the 'learning pit', knowing that achievement and success is the reward for hard work.

We are a large school community of approximately 600 students, but yet we are able to maintain an inclusive, friendly environment, with all children helping each other and sharing the main playground.

The staff, students and families continue to express that they are proud community members of St Aloysius Catholic Primary School, Chisholm. It is wonderful to hear that St Aloysius is spoken about well in the wider community.

### Parent Body Message

2021 commenced with the first P&F Meeting held on Monday 8th February 2021. The deferred 2020 Annual General Meeting (AGM) and associated formalities were re-scheduled to Tuesday 2nd March 2021. At this time, executive committee nominations were not received and no president or vice-president were elected.

On Monday 29th March 2021 an extraordinary meeting was held where the diocesan parent liaison officer presented information and answered questions regarding both the P&F model (as voted in at the Federation P&F in 2020) and the new PEG (Parent Engagement Group) model.

It wasn't until Thursday 22nd April 2021 that a P & F Committee was formed.

COVID-19 restrictions continued throughout 2021 and so the P&F Association Meetings transitioned to being held via zoom. The ability to fund raise was limited being contactless and online focused.

The Mother's day stall that had been held over from 2020 fortunately was able to proceed and raised approximately \$600 through the sale of 868 gifts. The fundraising sub-committee purchased approximately \$3,300 worth of Father's day gifts, however, it was not possible for this event to take place due to COVID. The gifts, therefore were held by the school until 2022.

Other fundraising activities during 2021 included:

- Entertainment book rebates and membership giveaways
- Wine drive, and
- Pie drive

From funds raised, \$2,000 was donated toward 15 keyboards and \$200 toward a hovercam. These items were selected from the Staff 'wish list'.

The school advised that the \$12,000 previously raised and set aside for air conditioning was to be repurposed. These monies were to be allocated to items from the school wish list with suggestions to be voted on at a future meeting.

Other matters of importance discussed/ actioned included: changes to the girl's winter uniform, use of social media (Facebook) as interactive communications, legal requirements for running of raffle, setup and pre-order of 2022 kindergarten shirts, changes to shirt held quantities and removal of backpacks from QKR uniform website.

Thank you to all the members of the St Aloysius P&F and staff who generously invested their time and effort.

Thank you,

President

### Student Body Message

Following are some reflections from the school leaders on our 2021 school year.

At the start of 2021 we realised that school was still going to be affected by COVID but we hoped that a vaccination was going to help. So we didn't let COVID get in our way.

We loved being buddies to the new kindergarten children. It was amazing to think six years before we were the Kinders. We had fun with our buddies as much as we could because COVID rules made us be in cohorts at school. We used to wave at our buddies from across the playground and couldn't wait till we would be together.

As leaders we had to show that we were responsible. We had turns at running assemblies using zoom which was lots of fun. All of year 6 are treated like leaders so we always had to behave properly so that the younger classes could see us setting a good example. The teachers reminded us that good behaviour brings good consequences. We went on a camp to Canberra and had our end of Year 6 Big Day out. We were lucky to be in Canberra when Parliament was sitting. We had a great time together.

Even though Covid was still happening many of the boys and girls were still lucky enough to trial for sport. Some people were really lucky and got picked for representation.

Home learning was back too. We knew how to do home learning because we did it in 2020. Some of us liked it and others didn't. The teachers were really good and checked in with all

the year 6 classes. If we needed any help they were still able to help us. We all missed being with our friends at school because we could only see them online.

Every year the Year 6 present the school with a gift. This year our teachers organised a photo of Ladies Well Waterfall in the Mount Royal National Park of the Hunter Valley. It is by Newcastle Artist Shannon Hartigan. It has been erected in the Year 6 common and looks spectacular. We thought it was a great gift because one of the learning spaces at St Aloysius is called 'waterhole'.

One of the best things about in Year 6 this year was being able to move into our new classrooms. They are really lovely.

As leaders of 2021 we would like to thank all of our teachers but especially our Year 6 teachers for giving us a great last year of primary school.

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## School Features

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St Aloysius continues to be the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 as a purpose built 21st century school. The school is situated in Chisholm, just over 30 kilometres north-west of Newcastle. It is one of Maitland's newest and fastest growing suburbs within one of the biggest growth areas in NSW. St Aloysius primarily takes enrollments from the estates in and around Chisholm and also the suburbs of Berry Park, Morpeth, Wallalong, Duckenfield, Hinton, Phoenix Park, and parts of Thornton and Raworth.

The school is part of the Chisholm Pastoral Region and the All Saints Cluster, with the closer Catholic primary schools being, Our Lady of Lourdes, Tarro and St Joseph's at East Maitland. St Aloysius is in the middle of an education hub with St Nicholas Early Education behind it and St Bede's Catholic College secondary school next door. The majority of our Year 6 students continue their secondary education at St Bede's Catholic College. St Aloysius school is part of the Immaculate Conception Parish in Morpeth.

St Aloysius has a dual charism of Ignatius and Mercy spirituality and values due to it being named in honour of St Aloysius whose charism was Ignation, and also named in recognition of a previous Diocesan school, St Aloysius' College Hamilton, a Mercy school, which originally opened in 1915, 100 years earlier than St Aloysius Chisholm, but has since closed. Therefore, our school is enriched by the traditions and teachings of both the Jesuit and the Mercy orders.

The cross on our chapel is a focal point for the local community by day and night enhanced by the fact that the school is situated on the higher grounds of Chisholm. The school was purpose built with contemporary, flexible learning spaces that surround a central playground. It features natural elements of sandstone and rock. The swales were renewed in 2021 to alleviate the natural response of rain displacing soil and creating its own water disbursement.

The learning classroom spaces are referred to as Campfire, Waterhole and Cave. The students move between them depending upon their tasks and activities. The school's Learning Belief Statements known as the Four Pillars of Learning are taken from UNESCO's Pillars of Education. The Four Pillars of Learning all begin with, Learning to....; they are Learning to Know, Learning to Be, Learning to Do and Learning to Live Together. St Aloysius is a PBL (Positive Behaviour for Learning) school and the Four Pillars of Learning have been translated into PBL Core Values- Caring for Learning, Caring for Self, Caring for the Environment and Caring for Each Other.

The school's BYOD (Bring Your Own Device) begins in Year 4 and continues in Years 5 and 6. Teachers assist parents with computer specifications when choosing to purchase their devices.

Stage 3 of the building project completed the last three classrooms of the stage 2 build allowing for the removal of the last classrooms onsite that were in demountable buildings.

St Aloysius manages self promotion through good community feedback. Many new families move into the estate with the hope that they can attend St Aloysius.

St Aloysius has a small but active and supportive P&F Association that organises both fundraisers and friend-raisers and even during COVID, with strict social conditions, they were able to raise over \$10 000. Parents, carers, families and friends are always encouraged to be part of school life by participating in a variety of functions, events and information meetings and workshops.

An important feature of St Aloysius is also the emphasis on student voice. Students are encouraged to challenge and be challenged, engage with their learning and own it by taking responsibility for their their decisions on their learning.

St Aloysius Catholic Primary School is at the forefront of contemporary learning in the diocese. It is the lighthouse in the diocese for schools moving into the contemporary learning space.



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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
289	312	75	601

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2021 was 93.43%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.36	93.25	93.63	93.10	94.11	92.41	93.16

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	57
Number of full time teaching staff	25
Number of part time teaching staff	11
Number of non-teaching staff	21

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

The 2021 School Improvement Plan (SIP) included many Professional learning opportunities for staff, even though COVID-19 had its impact.

St Aloysius began its Professional Learning journey at the commencement of the school year with looking at the school's Educational Brief. The Leadership team led the discussion. This was timely as there were many new staff at the beginning of 2021. Later in the year Contemporary Pedagogy was addressed, highlighting learning spaces, models, and team teaching.

There were two staff professional days to continue the diocesan journey of Lyn Sharratt's *Clarity*. Parameter 3 -*Quality Assessment Informs Instruction* was the main focus. St Aloysius Leadership team continued the focus with a professional learning day at school on the Assessment Waterfall, particularly the components of Learning Intentions, Success Criteria and DATA collection. This learning continued further via a staff meeting with members of the leadership team providing learning about, The Third Teacher/Walls That Teach.

An Educational Officer continued the journey of the Assessment Waterfall by addressing Descriptive feedback for Goal Setting.

St Aloysius continued with the English Curriculum focus, in particular Comprehension. NAPLAN 2020 results were the catalyst to delve into comprehension. The Super Six Strategies were further explored for a deeper understanding and teachers were encouraged to use them in programming and learning sequences. Teachers were also asked to include NAPLAN style questions in their teaching and learning sequences.

During 2021 Wellbeing was a focus in the diocese as it was at St Aloysius. An Educational Officer/Behavior Management from CSO attended a staff meeting and guided the staff through self care and self help strategies.

Faith in Action was a focus in the Religious Education space. Pope Francis' encyclical, *Laudato Si*, was an impetus for the school to look towards Ecological Conversion and Stewardship. The school received a grant to create a hydroponics space and garden. The building aspect of the project began late in 2021.

The Religious Education Coordinator introduced and led the staff through the new K-2 units of work. There was to be a staff retreat during 2021 with the theme of *Laudato Si*, however, COVID prevented the retreat from taking place.

Our Early Careers teachers attended professional development to enhance their classroom management and behaviour modification strategies.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Aloysius acknowledges the traditional owners of the land on which the school is built, the Wonnarua people. In keeping with the traditional owners reminds us of the duty of stewardship to the land. This is enacted upon through initiatives for looking after the environment- individual & class rewards for students who maintain the land.

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 through the initiatives of helping communities who struggle to provide basics and meet an acceptable standard of living. In 2021 the school contributed locally through the St Vincent de Paul winter appeal and internationally through Project Compassion.

We participate and celebrate our mission and Catholic Identity in various ways; daily- in prayer, Religion lessons, and actively 'Making Jesus Real' through communication and actions with others. The whole school regularly participates 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.' The school's mission statement includes ways that teachers and

students can be witness to their faith by one of our Pillars of Learning: Learning to Live Together.

St Aloysius school is a part of the Immaculate Conception Parish, Morpeth. Unfortunately, the school has outgrown the church building.

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 2021 there were limited opportunities to celebrate together as a community, but classes were engaged in school- based opportunities via Seesaw and Teams during home learning.

Our school year was significantly impacted due to COVID and our 2021 Staff Formation Day was cancelled. We had planned to base our Formation Day around Pope Francis' Laudato Si Encyclical.

We enjoyed a reintroduction of School Masses later in the year but kept them either grade or stage based to avoid cross contact.

The school commemorated Holy Week with grade bases Liturgies and the school community celebrated Easter with a Hat Parade outside the school grounds with community social distancing.

Our School student leaders were inducted in a special Liturgy, early in Term 2 when parents were allowed back into the school.

St Aloysius student leaders and the principal represented the school at the Caritas, Diocesan Project Compassion launch.

The staff were in-serviced in the new Religious Education curriculum by the REC.

The Parish Sacramental program was promoted through and supported by school staff.

The REC was active in supporting the Diocesan phase of the Synod.

Staff prayer initiatives were encouraged such as holding breakfasts to encourage participation, and zoom option were utilised when we needed to be socially distant.

The Religious Education Coordinator organised a number of fundraising events to support Catholic agencies including: A winter Sleepout that raised \$7138.25 for St Vincent DePaul, and a crazy sock day (Socktober) for Catholic Mission, which raised over \$2000.



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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

2015, St Aloysius Catholic Primary School opened its doors to 223 children to begin or continue their educational journey. The school provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts, Personal Development, Health and Physical Education. Religious Education is also a key learning area in Catholic schools.

Learning at St Aloysius sits upon four pillars of learning and they form the foundational structure of the St Aloysius Educational Brief.

St Aloysius is an inclusive school community that offers a broad, evidence-based contemporary learning curriculum, catering for the needs of all students in a 21st Century purpose built school.

Since being on the *Clarity* (Lyn Sharratt) journey to improve pedagogy each teacher is beginning to use Learning Intentions and Success Criteria in their lessons. This offers an immediate engagement for students into their learning.

The Learning Support Team (LST) invests time and resources into every opportunity to assist teachers and support students. Much of this time is spent supporting students in literacy and numeracy in the classrooms, groups and individually. Learning Support Assistants (LSAs) help individuals to meet their needs through different ways such as scaffolding tasks, providing assurance and redirection. LSAs also take groups in special programs that support literacy and numeracy.

It is especially rewarding for all when DATA shows student growth in their learning.



Helping parents in supporting their children with challenges is another important component of the LST.

St Aloysius school is a GEL(Gifted Enrichment Lead) school. Students are given wonderful opportunities to delve deeply into their interest field and expand upon their knowledge and skills. They are supported by teachers and the CSO-VA(Virtual Academy).

2021 was the third year of the 3 Year Strategic Plan where the English KLA was the focus. Particular focus for 2021 was in the strand of reading- developing comprehension skills across all grades. The Education Officers provided staff with Professional Learning to assist teachers build their knowledge and pedagogy in comprehension for an improved impact on student achievement.

Bring Your Own Device (BYOD) begins in Year 4. Application and utilisation of Learning Technology becomes part of everyday learning in Years 5 & 6. Students make use of technology across all KLAs.

St Aloysius has three specialised teachers- Teacher/librarian, music teacher and PDHPE teacher. The school timetable allows for all students to work with each specialist teacher in their KLA each week. These teachers provide a particular set of skills to develop individual personal skills.

Author, Sami Bayley, visited the school as part of Bookweek. Each grade also received an added bonus through a weekly program for gymnastics. Musica Viva added another variety of music during their visits to St Aloysius. Some students were also accepted into the diocesan musical extravaganza, "Aspire".

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	44%	54%	8%	11%
	Reading	50%	55%	7%	10%
	Writing	46%	53%	6%	7%
	Spelling	39%	50%	12%	13%
	Numeracy	25%	37%	7%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31%	35%	10%	14%
	Reading	42%	41%	1%	11%
	Writing	20%	20%	16%	18%
	Spelling	34%	38%	10%	14%
	Numeracy	22%	29%	12%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2021.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

St Aloysius Catholic Primary School is a PBL (Positive Behaviour for Learning) school. There are four PBL values - Care for Self, Care for Learning, Care for Others and Care for the Environment; these correlate directly with the school's Four Pillars of Learning.

The "Good to Grow" initiative rewards students who are noticed showing respect to others, and the environment; and for being responsible to their own tasks, others and their area. The rewards equal particular awards and treats for their efforts. Many students received their bronze, silver or gold awards.

PBL is supported with lessons during house group gatherings of students from different classes across the school. The lessons reiterate the values that are promoted each week. Throughout the week teachers look to reward students by giving them an individual 'good to grow' leaf and/or school award at assembly.

Each term all class teachers are allocated a meeting session with the Learning Support team, school counsellor/psychologist, pastoral care worker and principal to discuss student welfare. Teachers prioritize students using a wellbeing scale with students with the most needs being discussed first. The process requires teachers to name concerns, strategy responses and follow up. Discussions are recorded for further reference. This process helps to highlight the students in the school with specific needs requiring a measured response.

The Pastoral Care Worker(PCW) assisted class teams by taking groups for personal welfare support and social guidance.

Harmony Day provided an opportunity for children from different ethnic backgrounds to learn about and understand their peers' customs from other cultures. This included activities for all children to participate in other cultural traditions.

Although "Clean up Australia" was affected nation-wide due to COVID, the concept was discussed and explored and the activity transferred to the school grounds.

St Aloysius promotes all students to act and treat others with respect and follow in Jesus footsteps. At fortnightly assemblies one child in each class receives an award titled, "Making Jesus Real".

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

St Aloysius has a large staff and during 2021 it became evident that there needed to be a focus on consolidating Agreed Practices for the many and varied processes that are a part of school life. Some of these were- moderation of assessments, the literacy block in K-2, learning intentions and success criteria and positive behaviour for learning.

English has been a focus for the past three years. 2021 was the final year of consolidation of the development of the English KLA. At the start of 2021 teachers had already made key improvements in reading and writing enhanced through the MN Learn course in writing, and Acadience and the Science of Reading; as well as vocabulary development.

2021 saw the development and establishment of a school wide spelling program ready for the start of the following school year. Development of the spelling program was led by the Assistant Principal. A team was formed to develop the learning sequence and included consultation with the Education Officers who provided their endorsement.

Leading Learning Collaborative (LLC) continued in the diocese and so did the Pedagogical Mentor program. LLC focus was the Assessment Waterfall; assessment for, as, and of; collecting Data to inform instruction and Learning Intention and Success Criteria. The school Leadership team continued to reinforce the concepts of the Assessment Waterfall through planning and conducting a Professional Learning day for teachers.

Case Management processes were once again given priority. This process was timetabled into Terms 2 and 3. The Principal, Assistant Principal, Learning Support teachers and grade

teachers attended the meetings. The aim was that suggestions for improved learning for one student can be applied to others.

The Pedagogical Mentors continued to support the champion teachers in their instruction via the coaching cycle. Teachers spoke of the benefit of working with the Pedagogical Mentors.

Inroads were also made in developing a school-wide well-being program; however, this was delayed due to the diocese developing a system framework for all schools to use.

We were able to achieve our mission of establishing an Aquaponics project as a part of the school's ecological stewardship of the land.

### Priority Key Improvements for Next Year

The focus for 2022 will be on Formation of staff, students and parents. We will enlist the assistance of Education Officer-Formation, to assist with planning and having our professional learning day. It has been difficult in the last two years because of COVID, to implement and maintain focus on formation ideas. Unfortunately we have had to postpone staff retreats in the previous two years.

The KLA of Mathematics will be the main focus for 2022. We will see the introduction of "Big Ideas" into the programming of teaching and learning units of work. Mathematics progressions will also be explored and teachers will come away with a better understanding of them for teaching, learning and feedback.

2022 will see a 'new look' executive leadership team. Therefore, middle leader structures will be explored and executive members will be encouraged to seek further learning in leadership. Middle leaders will also participate in leadership roles at staff meetings and professional learning teams.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The school conducted the 'Tell Them From Me' Survey from Oct to Nov 2021.

77 responses were received from parents.

The main strengths identified by the parents were:

- Students feel safe and supported at school
- Commitment of the teachers and quality of the teaching
- Positive behaviours for learning are clear and articulated
- Reputation of the school in the community

It is rewarding to note that parents were able to identify strengths pertaining to a safe and supportive environment supported by PBL (Positive Behaviour for Learning); the learning environment and that St Aloysius School is being spoken about well in the wider community.

The main area for improvement and development was to provide further opportunities to welcome and involve parents in the life of the school after COVID restrictions.

### Student satisfaction

The school conducted the 'Tell Them From Me' Survey during October 2021. 239 responses were received from students in Years 4, 5 and 6.

The main strengths identified were:

- Students have friends at school and feel supported to make positive relationships.
- Students feel their teachers are responsive to their needs and set up classroom with clear expectations and make them feel successful



- Students feel the Catholic culture of the school shows them what it means to live like Jesus.

- Students feel safe and included in the school community.

It is rewarding to note that students have aligned with the parents in identifying that they feel that school is a safe and supportive environment.

Students also feel that their academic and social needs are being met.

Pleasingly the students were able to relate to the positive, personal impact of being in a Catholic school and supported through making Jesus real reward system.

After a long time of restrictions, students identified they would like a greater variety of extracurricular and sporting activities.

### Teacher satisfaction

The school conducted the 'Tell Them From Me' Survey during October 2021. 25 responses were received from teaching staff.

The main strengths identified were:

- The strong culture of collaboration amongst teaching staff for improving student outcomes
- The use of student achievement data to inform and improve practice
- The case management approach to ensure all students are catered for and feel included
- Targeted professional learning has improved teachers' knowledge and understanding of improving student reading ability.

It is rewarding to note that teachers were able to identify the importance of the many components of learning: collaboration, data, case management and professional learning.

The staff identified the following as areas for improvement:

- School executive to provide further feedback and opportunities for observation to improve teaching and learning
- Opportunities to embed further examples of technology in K-2

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## Financial Statement

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,436,060
Government Capital Grants <sup>2</sup>	\$132,915
State Recurrent Grants <sup>3</sup>	\$1,530,232
Fees and Private Income <sup>4</sup>	\$1,280,404
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$398,357
<b>Total Income</b>	<b>\$8,777,968</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$3,183,606
Salaries and Related Expenses <sup>7</sup>	\$5,496,885
Non-Salary Expenses <sup>8</sup>	\$2,546,595
<b>Total Expenditure</b>	<b>\$11,227,086</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.

END OF 2021 REPORT