

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Jeanette Fowles

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

## About this report

---

St Aloysius PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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.

## Message from key groups in our community

---

### Principal's Message

St Aloysius Catholic Primary School, located in Chisholm and part of the Diocese of Maitland-Newcastle, was established in 2015 by founding principal Suzanne Fern. The school has seen increased enrolments due to local redevelopment and its positive reputation. We prioritize respectful relationships by fostering strong connections between school staff, parents, and the parish.

In 2024, we continued to experience student growth across all areas, which is central to our identity at St Aloysius Catholic Primary School. We strive to provide tailored teaching and learning experiences for all students, nurturing each child as an individual. Our strategic goal for 2024 has been to facilitate, plan, and support teaching staff in consistently embedding research-based best practices.

Our Catholic beliefs and values permeate our school and celebrations. At St Aloysius, we aim to provide a quality, inclusive Catholic education for our students. Our dedicated staff work collaboratively to ensure a student-focused educational environment. We offer a broad curriculum with a range of opportunities, encouraging all children to achieve their personal best, whether in the classroom, on the sporting field, or through various personal and spiritual development activities. This year we have worked collaboratively to relaunch PBL and our values. As we move forward as a community our values are Respect, Learn and Serve.

As principal I have continued to work collaboratively with all stakeholders to gain a deep understanding of their journey and future goals.

### Parent Body Message

In 2024 parents have been welcomed into many events and support numerous activities.

A number of events were planned and executed, which included a very successful Book Week and Grandparents Day, Mother's Day and Father's day morning tea and ANZAC liturgy. These and numerous other events, were opportunities to invite current and families, as well as visitors to the school-ensuring a sense of welcome and community.

We are supported by enthusiastic volunteers who enrich the school in many ways and would like to thank all parents for their ongoing support.

## **Student Body Message**

Student Body St Aloysius Primary School is a great place to learn. We have good teachers who care deeply and teach us many interesting things. We are involved in many sporting opportunities and are well represented by our school and sport leaders.

The Year 6 School Leaders run the school assemblies and assist as required. Our Monday assembly is an opportunity to commence the week with the PBL focus, school prayer National Anthem and respectfully include our Acknowledgement of Country. During our Friday assemblies we acknowledge student effort and achievement, it is also a time when we celebrate learning.

We are involved in many activities at the school including open days, greeting visitors when they arrive, Annual School Visit prayer, helping with whole school fun days and peer support. We feel very grateful to have a beautiful school to learn and play.

## School Features

---

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 enrolments 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 Lower Hunter Region 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. Mostly, Year 6 students continue their secondary education at St Bede's Catholic College.

The school was purpose built with contemporary, flexible learning spaces that surround a central playground. It features natural elements of sandstone and rock. The learning classroom spaces are referred to as Campfire, Waterhole and Cave.

The outdoor play space has an assortment of choices. There is a wide grassed area, play equipment, futsal court, basketball/netball court, activity centre, handball courts, sensory garden (just being developed) and other sheltered areas from the elements. Parents and carers, families and friends are always encouraged to be part of school life by participating in a variety of functions, events, assemblies, Masses and Liturgies and information meetings and workshops.

In 2025 we look forward to the additional school features including additional green play spaces, a Yarning Circle and the shared Mary, Mother of Hope oratory.

# Student Profile

## 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
294	317	138	611

\* 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 [Enrolment 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 2024 was 90.25%. 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
91.69	90.35	89.80	91.39	90.43	90.10	88.02

## 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 Professional Officer for School Enrolment 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.

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	58
Number of full time teaching staff	24
Number of part time teaching staff	13
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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.



## Catholic Identity and Mission

---

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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

St Aloysius Primary School, Chisholm endeavours to be a place where respect and responsibility are at the forefront of everything we do. This begins with the students and reaches all the way out to wider community members of our school. We continue to adopt a holistic approach to education, whilst instilling our Catholic values and school motto of "We are Called" to develop both our students and staff.

This year, our school has been successful in making positive change by adopting and recreating a new "Positive Behaviour for Learning" (PB4L) framework. With carefully planned community, student and staff consultation, the school has created 3 clear core values which highlight our focus on Respect and Responsibility. These are:

"We are called to"

- RESPECT
- LEARN
- SERVE

With these values developed from quality 2024 data, we are confident, as a community, that these relevant values will continue to promote a positive school culture for all. We will continue to work with key stakeholders across our school and wider community to develop our framework to ensure its longevity.

During the 2024 school year, students and staff participated in numerous events that promoted respect and responsibility. These include the St Vincent de Paul Winter Appeal to raise money to provide emergency relief to people at risk and experiencing homelessness.

Liturgies were held to recognise Indigenous Australians during Reconciliation Week. Students acknowledged NAIDOC Week and National Sorry Day with various activities being implemented for student participation, along with the inclusion of Aboriginal Elders from our Wonnarua community.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country. Anzac Day was respectfully, reverently, and solemnly acknowledged, connecting our families and wider community. Our school leaders attended the local Anzac Day ceremony, held at Maitland Park, where a wreath was laid and leaders partook in the ceremony. The local Remembrance Day Service was also attended by our student leaders, as a means for acknowledging the sacrifice and service of those touched by war.

After numerous opportunities for consultation with leadership and staff input, our student leadership policy and procedures were also upgraded. With the initiatives of school captains, a school Student Representative Council founded and a Stage 3 leadership development day and camp developed. All of these initiatives were positively received by staff, students and their families. This also instills a culture and a future for the school that sharpens our focus on respect and responsibility for all.

## Curriculum, Learning and Teaching

---

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

Improved student outcomes is central to core work at St Aloysius. In 2024 using assessment to inform teaching and consistent pedagogical practices within a quality teaching and learning cycle has been a focus for professional learning and best practice. The MN CSO LIFT and Leading Learning Collaborative initiative also supported improved student outcomes

Learning for teaching staff was delivered in a systematic and planned approach where staff meeting professional learning laid the foundation for the PLT/Coaching held each fortnight per grade. This was then transferred into classroom practice followed up with the work of the Pedagogical Mentors and Assistant Principal.

Staff Development Days built on the work with Fiona Foley from 2023 embedding consistent mathematics pedagogy. This has supported staff with consistent practice, using the Interview for Student Reasoning (IfSR) assessment and Plan 2 (Numeracy Progressions) to plan, monitor and assess student learning and teaching in Mathematics.

The implementation of a consistent school wide approach to, deconstructed Learning Intentions and co-constructed Success Criteria, was supported by CSO EO Curriculum and pedagogy, to make learning visible in classrooms. Following this the structure of PLTs were reviewed to align with Michael McDowells; 'one small doable thing' to refine each grade focus for development. These were displayed and built on during term 3 PLT's/Coaching, creating a teaching learning data wall. It was reviewed via learning walks and talks and whole staff sharing of their one small doable achievement during week 8, term 3 staff meeting.

Our twilights sessions developed staff in syllabus implementation in both Mathematics and English; A blended approach of NESA online learning and face to face professional learning was provided to staff. Those who could not attend were asked to complete the online courses only.

The SAMAR model was presented to staff to support and enhance learning for our students.

Staff Formation with Ryan Gato: Presented in Term 2. Self-efficacy survey results directed the work with staff on planning and developing assessment plans in religious education: via staff meetings and PLT/Coaching in term 4.

## 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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Aloysius PS for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	67%	54%
	Reading	76%	66%
	Writing	90%	77%
	Spelling	77%	61%
	Numeracy	71%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	70%	65%
	Reading	78%	71%
	Writing	75%	67%
	Spelling	68%	68%
	Numeracy	76%	68%

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

## 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.



## Community Satisfaction

---

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Parents have recognised the partnership they share with the school, and many communications have indicated that the initiatives introduced in 2024 are well-received. Parents hold a positive view of the school's Catholic identity, the care provided, the quality of teaching and learning, and the overall organisation. St Aloysius benefits greatly from the significant contributions of many families who actively help build and sustain our community. Numerous parents generously offer their time, resources, and energy to ensure our community thrives and our reputation remains strong.

In 2024, there has been a concerted effort to engage with the many cultural groups within our community, building a stronger, more cohesive community. Parents have expressed gratitude for the opportunity to share their culture with the wider community, which has enriched the school environment and fostered mutual respect and understanding. This cultural engagement has not only strengthened community bonds but also provided valuable learning experiences for students, enhancing their appreciation of diversity.

### Student satisfaction

Students at St Aloysius have expressed positive views about their school and teachers. They feel that classroom instruction is well-organised, purposeful, and accompanied by feedback that aids their learning. Students also appreciate that teachers are responsive to their needs and encourage independence.

Our school attendance records reflect high student attendance, and students actively demonstrate behaviours that align with our school vision and mission statements and Positive Behaviours for Learning expectations. The children are very involved in all aspects of school life and readily assist staff in improving the school. They have identified that they are strongly encouraged to speak to staff about any concerns and feel they have trusted connections from whom they can seek advice and support. This supportive environment has empowered students to take an active role in their education and personal development, fostering a sense of ownership and responsibility.

## **Teacher satisfaction**

The staff at St Aloysius participated in the Maitland Newcastle Engagement Survey, scoring well in engagement, wellbeing, and school progress. Staff satisfaction is evident in their positive attitudes, active participation in meetings, and willingness to incorporate tasks that enhance the education provided to students and attend professional development opportunities that support the school improvement goals.

The dedication of staff in contributing their time, talents, and expertise is appreciated by the school and frequently recognised in the comments of parents. Our teaching staff collaborate regularly and focus on professional learning to improve student outcomes. They have positively responded to the improvement agenda and actively engaged with the work. The staff at St Aloysius are dedicated to achieving positive student outcomes and are to be commended for their dedication and professionalism.

## Financial Statement

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,035,792
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,603,774
Fees and Private Income <sup>4</sup>	\$1,767,185
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$462,169
<b>Total Income</b>	<b>\$9,868,920</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$197,782
Salaries and Related Expenses <sup>7</sup>	\$6,950,744
Non-Salary Expenses <sup>8</sup>	\$3,604,535
<b>Total Expenditure</b>	<b>\$10,753,061</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 2024 REPORT