

2025

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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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 within the Diocese of Maitland–Newcastle, was established in 2015. Since opening, the school has continued to grow steadily, supported by local development and a strong reputation for providing a welcoming, high-quality Catholic education.

At St Aloysius, respectful relationships remain at the heart of who we are. We prioritise meaningful connections between staff, students, families, and our parish community, recognising that strong partnerships enrich learning and wellbeing for all.

Throughout 2025, our school has continued to experience growth across many areas, reaffirming our commitment to personalised teaching and learning. We remain dedicated to nurturing each child as an individual and ensuring every student is supported to thrive. A key strategic focus this year has been strengthening staff capacity to embed consistent, research-based best practice across classrooms.

Our Catholic beliefs and values permeate all aspects of school life and guide our daily interactions, celebrations, and decision-making. We strive to offer an inclusive Catholic education where every student is encouraged to achieve their personal best academically, spiritually, socially, and physically.

This year, we worked together to relaunch Positive Behaviour for Learning (PBL) and reaffirm our core values: Respect, Learn, and Serve. These values provide a shared language and focus as we continue to build a positive and united school culture.

As Principal, I have continued to engage closely with students, families, staff, and parish partners to understand their experiences and aspirations. Their insights play a vital role in shaping our ongoing growth and future direction as a school community.

Parent Body Message

Parent In 2025 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 students 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

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 Catholic Primary School continues to hold the distinction of being the Diocese of Maitland-Newcastle's first new primary school in more than thirty years. Established in 2015 as a purpose-built, 21st-century learning environment, the school is located in Chisholm just over 30 kilometres north-west of Newcastle. Chisholm is one of Maitland's newest and fastest-growing suburbs, situated within one of the largest growth corridors in New South Wales.

Our enrolments primarily come from the surrounding estates in Chisholm, as well as the nearby suburbs of Berry Park, Morpeth, Wallalong, Duckenfield, Hinton, Phoenix Park, and parts of Thornton and Raworth.

St Aloysius is part of the Chisholm Pastoral Region and the Lower Hunter Region, with neighbouring Catholic primary schools including Our Lady of Lourdes, Tarro, and St Joseph's, East Maitland. The school sits at the heart of an education hub, alongside St Nicholas Early Education and adjacent to St Bede's Catholic College, where most of our Year 6 graduates continue their secondary education.

Our campus was designed with contemporary, flexible learning spaces that promote collaboration and creativity. These spaces, known as Campfire, Waterhole, and Cave, surround a central playground and incorporate natural elements such as sandstone and rock.

The outdoor environment offers a variety of play and recreational options, including a large grassed area, play equipment, futsal court, basketball/netball court, activity centre, handball courts, and a sensory garden currently under development. Shaded areas provide comfort and protection from the elements.

Parents, carers, families, and friends are always encouraged to be active participants in school life through functions, events, assemblies, Masses, liturgies, and information sessions.

In 2025 additional green play spaces, a Yarning Circle, and the shared Mary, Mother of Hope Oratory, which will further enrich our learning and faith experiences.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
307	307	147	614

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 90.22%. 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
91.91	89.63	91.13	88.15	91.80	89.54	89.39

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	85
Number of full time teaching staff	25
Number of part time teaching staff	34
Number of non-teaching staff	26

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Aloysius PS in 2025:

Conditional Teachers	9
Provisional Teachers	1
Proficient Teachers	49

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)

This year, St Aloysius has continued to strengthen its Catholic identity and commitment to God's mission through intentional formation opportunities for both students and staff. In alignment with our School Improvement Plan, we focused on growing staff preparedness and confidence to actively participate in the Catholic life of the school and enhancing teacher efficacy in Religious Education.

Student formation has been a priority, with regular Mass practices, altar server training, and active support for the Sacramental Program. Our school chaplain has played a vital role in providing education and spiritual guidance, ensuring students experience authentic encounters with faith.

Staff formation has also been a key focus. Teachers engaged in a prayer workshops throughout the year and were given the opportunity to embed these practices in their classrooms and with the staff community. We encouraged interested staff to explore the RCIA process and Eucharistic Minister training. Formation opportunities facilitated by our chaplain and REC have deepened understanding and practice of prayer, and facilitation of the RE units using the pedagogy of encounter. These initiatives have contributed to the development of our school's Catholic identity, fostering a culture where prayer and faith are embedded in daily life.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

In 2025, the Professional Learning (PL) focus at St Aloysius was aligned with the School Improvement Plan, Goal Domain 2: using assessment to inform teaching and applying consistent pedagogical practices, along with CSO LIFT priorities and the Leading Learning Collaborative.

Professional learning followed a structured model. Whole.staff PL established shared foundations, which were extended through fortnightly grade.based PLTs, coaching sessions, and ongoing support from Pedagogical Mentors (PMs) and the Assistant Principal to help teachers embed learning into practice.

PLT structures were revised using Michael McDowell's "one small, doable thing" framework, enabling each grade to identify clear development goals. These were displayed on a teaching and learning data wall and revisited through learning walks, coaching, and Week 8 whole.staff sharing.

Twilight PL sessions supported syllabus implementation in Mathematics and English through a blended model of NESA modules and face.to.face learning.

Staff development also focused on NESA compliance in programming, scope and sequence design, and assessment planning ahead of the CSO Programming, Assessment and Reporting Policy (2024). Programming moderation is now embedded in Week 5 each term. PMs worked with year groups using the DET Mapping Tool to develop consistent whole.school scope and sequence documents aligned with the CSO Adopt/Adapt/Create model.

Staff were introduced to the SAMR model, with the ICLT Coordinator and DIAL Education Officer demonstrating enhanced technology integration.

In Term 2, staff formation with the Head of Religious Education and Spirituality, Ryan Gato, built confidence in Religious Education. Using self-efficacy survey data, Ryan supported staff in developing RE assessment plans through meetings and PLT/coaching sessions 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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	69%	54%
	Reading	71%	66%
	Writing	92%	76%
	Spelling	72%	62%
	Numeracy	73%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	61%	63%
	Reading	78%	73%
	Writing	79%	65%
	Spelling	75%	69%
	Numeracy	70%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

Parent satisfaction at St Aloysius remains strong, with families expressing confidence in the school's learning environment, leadership, communication, and pastoral care. Feedback from surveys and ongoing consultation highlights a positive partnership between the school and its community.

Parents value the quality of teaching, the use of evidence-based practices, and clear Learning Intentions and Success Criteria. The strong focus on literacy and numeracy, along with effective monitoring of student progress, is consistently noted. Families report that their children feel supported, engaged, and motivated in their learning.

A welcoming and positive school culture is regularly affirmed. The balanced approach to academic, social, emotional, and spiritual development is also recognised.

Families value the integration of Catholic values, meaningful liturgical experiences, and opportunities for students to grow in faith and social justice understanding.

St Aloysius will continue to build on this positive feedback by maintaining open communication and strengthening family partnerships.

Student satisfaction

Student satisfaction at St Aloysius remains strong, with students reporting that they feel safe, supported, and engaged in their learning. Students consistently highlight positive relationships with teachers, noting that staff are approachable, encouraging, and committed to helping them succeed.

Learners value the clear Learning Intentions and Success Criteria used across the school, which help them understand what they are learning and how to improve. Many express confidence in their progress, especially in literacy and numeracy, and appreciate the structured, consistent classroom routines that support their learning.

Students also speak positively about the school's welcoming culture. They enjoy coming to school, feel included, and recognise the strong focus on respect and wellbeing. Opportunities for leadership, teamwork, and participation in a variety of academic, sporting, and creative activities contribute to a strong sense of belonging.

Overall, students feel proud of their school and confident in their learning environment. Their feedback affirms the school's commitment to providing a safe, supportive, and engaging place to learn and grow.

Teacher satisfaction

Teacher satisfaction at St Aloysius remains strong, with staff expressing confidence in the school's leadership, collegial culture, and commitment to professional growth. Teachers report feeling well-supported through structured PL, coaching, and clear schoolwide expectations that promote consistent and effective practice.

Staff highlight positive relationships across the school, noting that teamwork, open communication, and a shared focus on student learning contribute to a collaborative environment. They value the availability of leadership for guidance and the opportunities provided to refine teaching through PLTs, mentoring, and feedback.

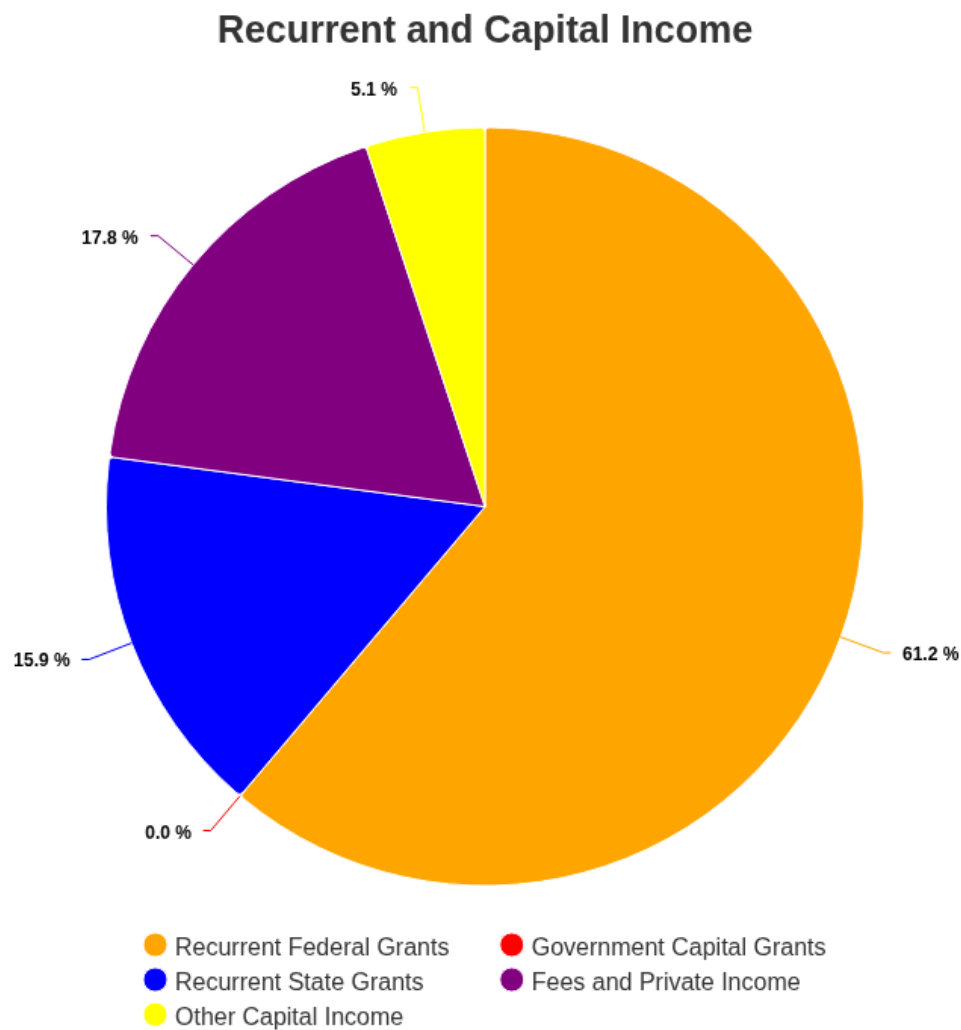
Teachers also appreciate the supportive wellbeing culture, the respectful behaviour of students, and the strong partnership with families. Clear planning processes, reliable communication systems, and a positive staff culture contribute to a sense of stability and purpose.

Overall, teachers feel proud of their work, connected to the school community, and confident in the direction of teaching and learning. This high level of satisfaction reflects a workplace where staff feel valued, respected, and committed to ongoing improvement.

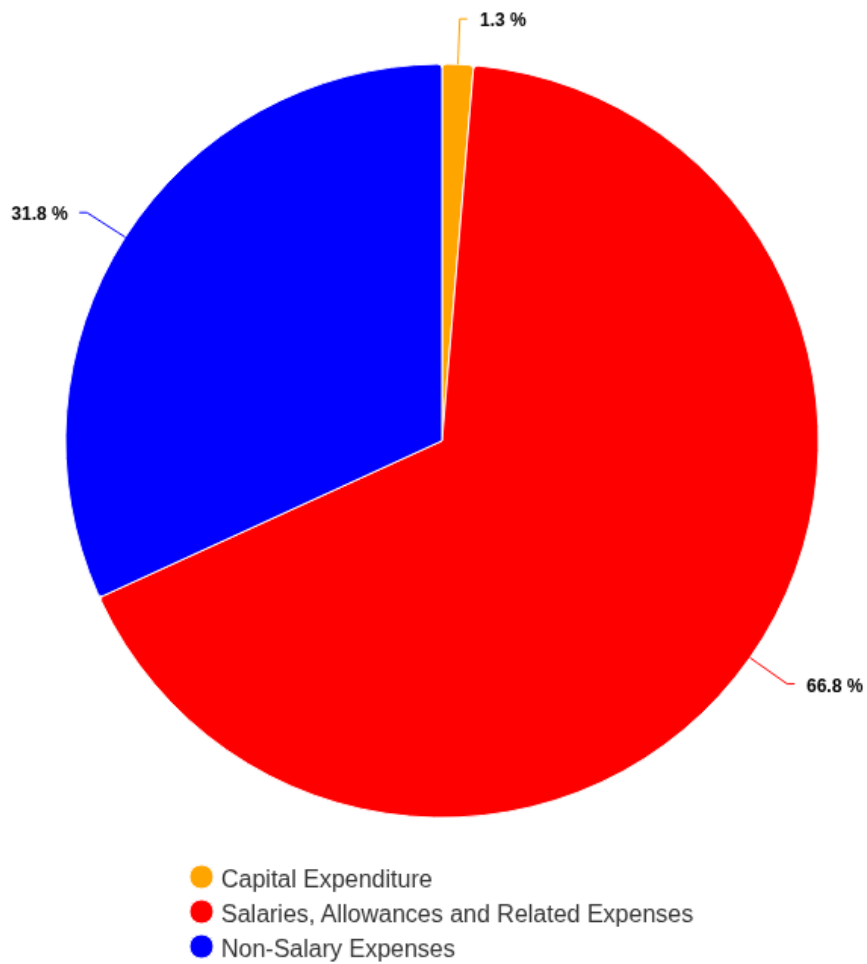
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT