

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Grant Diggins

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



www.mn.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 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.

Message from key groups in our community

Principal's Message

It is my great privilege to present to you the Annual School Report for St Aloysius Catholic Primary School, Chisholm for 2019.

The school's enrolment continued to grow from 508 in 2018 to 566 students.

For the second year running, the school was the recipient of a Diocesan Emmaus Award, this time for a teacher who received recognition for excellence in their 'First Five Years of Teaching.'

St Aloysius was also the winner of the Catholic Schools Week, Photo Competition.

An External Review of St Aloysius was conducted by the Catholic Schools Office as part of the Continuum of School Improvement (COSI) process.

The school continued to build strong, positive relationships with the Immaculate Conception Parish, Morpeth, our parents and families and the wider community.

Our P&F was once again, a wonderful support to the school, contributing a large amount of money through fundraising events, including the very successful and enjoyable Colour Run.

A joint project with the Maitland Men's Shed, saw the construction and installation of a mud kitchen, shop front and free library.

During the year, our students celebrated many rich and varied academic, sporting, cultural and spiritual achievements.

A number of our children received the Sacraments of Reconciliation, Eucharist and Confirmation.

Many of our students and leaders represented St Aloysius in various community and Diocesan events.

They performed well in NAPLAN and other tests such as the ICAS exams, public speaking, Tournament of the Minds, Performing Arts and a variety of sporting events at school, regional, diocesan and state levels. Our Infants and Primary choirs were both runners up in one of their categories at the All Saints Cluster Choir Showcase and two students performed in the Diocesan ASPIRE production.

Of special significance was the performance of our Senior Debating Team who won the Regional Competition and were Runners Up in the Diocesan event. A number of our Year 6 students also participated in the NBN Junior Journos program.

St Aloysius was successful in its application for a Pastoral Care Worker under the National School Chaplaincy Program 2020-22, an OOSH Grant for \$30 000 and a Community Grant for \$50 000 to fund the establishment of a Plastic Recycling Centre.

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

We are very proud of our students' successes both in and out of the classroom during 2019, in making our school mission a reality:

'At St Aloysius Catholic 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.'

Grant Diggins

Principal

Parent Body Message

The St Aloysius P&F Association met three times per term in 2019. Around ten members were present each time, joining the school principal, assistant principal and occasionally some other teachers. Throughout the year new members attended the meetings bringing new ideas and extra support for the members and the school.

2019 started with our welcome BBQ for families before the parent information night. Interactions between parents, students and teachers over a BBQ began strong school relationships for 2019.

The P&F held fundraisers and friendraisers during the year. These included our annual Easter Raffle, Entertainment Books sales, pie drive, Colour Explosion fun run, mango drive and our first successful wine drive. We were fortunate to be able to share some of the fundraisers with the local Chisholm community. Our popular annual school disco, Mothers' Day and Fathers' Day stall friendraisers emphasised our community spirit and support to the families of our school.

During 2019 the P&F donated \$9,130 to the school. This enabled the school to purchase a film making kit, green screen, a new hover cam, additional technology equipment and decodable readers. Funds were also donated towards the creative arts department and

outdoor living equipment. An additional \$12,000 has been set aside to contribute towards stage 3 air conditioning.

The school was fortunate to have Civcon Water Services donate sports singlets for students to wear whilst competing at representative levels. Also, the Sadler and Price families donated netball bibs for our teams to wear at Catholic schools netball gala days.

The P&F is extremely fortunate to be well supported by the school. The committee are working to maintain the strong relationship that has existed since the school's founding. The P&F communicates to the school community each fortnight through the school's newsletters and through Compass alerts, updating everyone on fundraising progress and exciting new events that are planned.

Together the P&F and school have built an encouraging and positive partnership to help provide fantastic support for St Aloysius.

P&F President for 2019

Student Body Message

In 2019, our students were involved in lots of great events and activities that supported our school Vision and Mission.

These included a fire appeal, Creative Arts Gala, Harmony Day, Concert by Andrew Chinn, Pizza Day, Sports Carnivals and Colour Run.

Children brought a gold coin donation to watch a movie and have popcorn to raise money to support fire-fighting efforts.

The St Aloysius Creative Arts Gala included acting, singing, dancing, guitar and more! The drama group performed small comedy skits in between performances, the choir sang two songs and the dance club performed a dance. There was lots of creativeness in the gala. Some people rode bikes around the audience, the lights were turned off and the bucket drummers had sticks that lit up, it was so cool to be a part of it. Everyone enjoyed watching the gala and everyone involved in the gala had a great time.

On Harmony Day, there were four rotations: dancing, story time in the library, an exhibition of aboriginal artifacts and a liturgy. The dances were cultural and traditional Indian dancing. There were aboriginal artifacts, to share the culture. The liturgy on Harmony Day had prayers and a lot of respect was shown. In the story telling rotation, we read all sorts of books at the library.

When Andrew Chinn came to the school, he had a guitar and we all did workshops. At the end of all the workshops we had a little concert, with all the songs that we had learned. We had soloists, backup singers and each grade had a song to perform and had a little dance in front of the school.

The pizza and poppa day was held to raise money for the year 6 graduation and year 6 big day out.

Our Athletics Carnival was one of the many sporting events that we participated in during the year. It was a very enjoyable day. So many students performed well and progressed to the next level.

The school colour fun run was our major fundraiser. The course was great fun! We also got to do other activities including karaoke and ball games.

We had such a memorable final year at St Aloysius with all our friends and teachers.

Student Leaders 2019

School Features

St Aloysius is the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 with 223 students from Kindergarten to Year 6, transferring from 31 different schools as well as 25 preschools. Since its inception, the student population has increased exponentially to its current 566. The school is situated in Chisholm, just over 30 kilometres north-west of Newcastle, one of Maitland's newest suburbs and one of the biggest growth areas in NSW.

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

Our school is part of the Chisholm Pastoral Region and the All Saints Cluster. Our nearest Catholic Diocesan schools are Our Lady of Lourdes, Tarro, St Joseph's East Maitland and St John the Baptist, Maitland. The majority of our Year 6 students will continue their secondary education at St Bede's Catholic College, which opened in January 2018 on a site adjoining our school.

St Aloysius was named by Bishop William Wright partly in recognition of a previous Diocesan school – St Aloysius' College Hamilton - which originally opened in 1915. Our school is enriched by the traditions and teachings of both the Jesuits and the Mercy Sisters. St Aloysius, the patron saint of young students, joined the Jesuits at 17 and died at the age of 23 caring for victims of an epidemic. The Mercy Sisters ran the original St Aloysius College as well as St Francis Xavier School – the original Morpeth Parish School from 1883 to 1969. Our school is a landmark and centrally located in Waterford County, Chisholm. The cross on our chapel is a focal point for the local community by day and night.

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

The third and final stage of building is planned to be completed by 2021.

St Aloysius has a small but active and supportive P&F Association that organises both fundraisers and friendraisers. The major fundraiser for 2019 was the Colour Explosion fun run. Parents, carers, families and friends are encouraged to be part of school life through a variety of functions, events and information meetings and workshops.

There are a range of extra curricular programs offered at the school. In 2019, three teams represented St Aloysius in Tournament of the Minds. Our Debating team were winners of the All Saints Cluster competition and runners up at the Diocesan championship. We also had a number of students participate in the Regional Public Speaking competition. Two of our students were part of the Diocesan ASPIRE production held at the Civic Theatre in Newcastle. Our Infants and Primary choirs were both runners up in one of the categories at the All Saints Choir Showcase. A number of our Year 6 students presented a news story on NBN's Junior Journos program.

All students had the opportunity to participate in sporting events including carnivals, gala days, the Sports in Schools program and a variety of team sports. St Aloysius had a number of students progress to NSW Polding level and represent in Athletics and Cross Country. For the first time in the school's history, we sent a team to participate in the Rugby League Challenge Cup.

All classes went on excursions linked to the curriculum and Years 4, 5 and 6 attended overnight camps to Point Wolstencroft, Bathurst and Canberra respectively.

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 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
288	278	37	566

* 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 2019 was 93.13%. 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
93.50	93.50	93.80	92.90	93.10	93.30	91.80

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	46
Number of full time teaching staff	25
Number of part time teaching staff	7
Number of non-teaching staff	14

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

Staff participated in the following pupil free days during 2019:

- Balanced Literacy Block with a focus on Spelling - Sue Hutchens Catholic Schools Office
- CPR and Emergency Care
- NAPLAN Marking Simulation - focus on writing and spelling
- Future Learning: The Global Curriculum Project - Mark Treadwell
- Ignatian Spirituality

All teaching staff completed the Diocesan MN Learn courses on Differentiation and the new PD/H/PE syllabus.

The principal and selected staff members attended conferences throughout the year including the ACSP Conference and Aboriginal and Torres Strait Islanders Conference. One staff member participated in the Executive Development course while several others completed mentor/mentee training for Early Career Teachers and Faith Education Accreditation modules. The School Leadership Team completed the Executive Coaching Course and participated in an Executive Planning Day with Nadene Kennedy from Enrich Education.

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

- Multi Sensory Learning (week long course)
- Gifted Education Training
- Successful Foundations - Early Learning project
- Tiered Literacy Screening Using Acadience Reading
- The Developing Brain - Translating Neuroscience to Practice
- Management of Actual and Potential Aggression (MAPA)
- Theology of the Childhood
- Administering Schedule for Early Number Assessment 1 (SENA 1)
- Writing - Louise Dempsey and Sheena Cameron

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 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.

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

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

The school provides and participates in many initiatives that involve our families and parishioners in the Catholic life of our school. Prayers, Liturgies and Masses are celebrated throughout the year in both our school chapel and Church at Morpeth. In 2019 these included Mother's Day, Father's Day, Grandparent's Day, as well as stage and whole school Masses and liturgies for special feast days and occasions such as our Opening School Mass, St Aloysius Feast Day, Lent, Easter and Year 6 Graduation.

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

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith formation programs. In 2019 these spiritual programs included a Staff Retreat on Ignatian Spirituality, workshops and concert from musician Andrew Chinn, Conversations and Coffee sessions for parents/carers and a Year 5 Student Leader's Day. St Aloysius also hosted the inaugural Mercy Works gathering for the All Saints region. The principal participated in a two day Senior Leader's Retreat and the REC and Primary Coordinator attended Retreat days.

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

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

Our school motto, We are Called, emphasises discipleship and this is evident through both participation in daily prayers, liturgies and whole school Masses as well as social justice initiatives. A number of our students were trained as Altar Servers and participated in the Parish Youth group and music ministry during 2019.

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

All Units of Work in each Key Learning Area contain a Rationale Statement on Catholic Perspectives. Year 6 students participated in the Religious Literacy Test, conducted by the Diocese.

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

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

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. 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

St Aloysius is an inclusive school community that offers a broad curriculum catering for the needs of all students. The school employs a full-time Learning Support teacher and six assistants to support children who have diagnosed disabilities through a number of intervention programs and in-class support. These programs include MiniLit, MacqLit and a Multi-Sensory Learning approach.

Students are also well supported by our school psychologist, Aboriginal and EAL/D teachers as well as our Defence School Transition Mentor.

St Aloysius is also a Gifted Education Lead school with a Gifted Education Mentor who works with staff to support the needs of identified gifted students. During 2019, all staff received professional development on Gifted Education and CogAT was administered to all students from Year 1 to 6.

In 2019 there was a whole school approach to improving student outcomes in writing. All teachers completed the NAPLAN Online Marking workshop and moderated writing samples each term based on the ten criteria. They also participated in Maitland-Newcastle (MN) Learn courses on differentiation and the new PD/H/PE syllabus.

The school-wide Assessment Schedule K-6 and Data tracking Excel spreadsheet were reviewed and updated and the staff continued to develop consistent agreed practices for the teaching of literacy and numeracy.

In 2019, St Aloysius commenced work with Mark Treadwell, New Zealand educator and researcher, on his Global Curriculum Project, 'The Future of Learning.' This involved implementation of aspects of the Learning Process and a concept based curriculum, focused on

identity. This framework and resources supports our school's contemporary, evidence based learning philosophy.

A range of digital technologies are also used throughout the school to enhance student learning. These include the latest computer technology with either Smart or interactive TVs, wireless internet, iPads and laptops, as well as a Bring Your Own Device (BYOD) program from Year 4-6.

All students participate weekly in Creative Arts lessons from a specialist teacher. The school also has a well-resourced Learning Hub including a STEM Maker space and an outdoor environmental zone with frog ponds, walking trails, gathering areas and native gardens.

Students have the opportunity to participate in a range of sporting and cultural events and activities that support the curriculum. These include sports carnivals, gala days, excursions, camps and retreats.

Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	60%	57%	5%	11%
	Reading	45%	53%	3%	11%
	Writing	54%	51%	3%	6%
	Spelling	42%	48%	8%	13%
	Numeracy	37%	40%	6%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	25%	34%	24%	17%
	Reading	27%	37%	18%	12%
	Writing	17%	17%	18%	19%
	Spelling	27%	34%	19%	14%
	Numeracy	13%	29%	17%	14%

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 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

There were no changes to the policy in 2019.

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

The school proudly supports a number of Catholic agencies including Caritas, St Vincent de Paul and Catholic Mission. Students learn about social justice and take part in a variety of fund and awareness raising initiatives .

In 2019, we participated in Project Compassion during the Season of Lent; the St Vincent de Paul Winter and Christmas Appeals, where families made gold coin donations and sent in non-perishable food items which were made up into Christmas hampers for families in need within our local community. In addition to this we held a fundraiser for those affected by bushfires.

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

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

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

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

Students also participated in special, significant Aboriginal events including Reconciliation and NAIDOC weeks, to promote awareness, respect and knowledge of indigenous heritage and traditions.

School Improvement

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

The key improvements achieved during 2019 include:

- A more consistent approach to the moderation of student writing samples based on the NAPLAN Marking Guide
- Development and implementation of a focused Professional Learning Schedule
- Review and update of the school website
- A greater priority on Differentiated Teaching and Learning catering for the needs of all students
- Finalised a school-wide Positive Behaviour for Learning Framework including core values, policy and procedures, resulting in a more consistent approach to behaviour management
- Implement the Diocesan Early Learning policy through participation in the Successful Foundations Action Research Project, providing a more focused approach to play based learning.
- Undertake professional development on 'The Future of Learning' and integrate aspects of the Global Learning Project into the curriculum

Priority Key Improvements for Next Year

Key areas identified for improvement from the CSO External Review include the following:

- Implementation of the Diocesan Leading Learning Collaborative based on Lyn Sharratt's 'Clarity' and including the establishment of Pedagogical Mentors to work with and support classroom teachers
- Focus on Ecological Conversion and Stewardship based on Pope Francis' encyclical, 'Laudato Si.'
- Providing further parent education workshops and information sessions especially on curriculum
- Participation in the STEM Academy Research Project and establishment of a Maker Space and an onsite Plastic Recycling centre
- Build capacity of all teachers to analyse and use data to inform teaching and improve student outcomes
- Continued development of a clear, timely and consistent practice for Professional Learning Teams within a grade and/or stage
- Continued focus on developing school wide agreed practices for Literacy and Numeracy to improve student outcomes with a focus on reading and number.
- Further integrate contemporary, research based teaching and learning strategies into everyday classroom practices to support the school's philosophy

Community Satisfaction

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

Through the enrolment process and External Review feedback, St Aloysius Catholic Primary School is highly regarded in the community. A strong demand for places at the school continued with enrolments once again increasing significantly in 2019 to a total student population of 566.

Parents were invited to provide further feedback during 2019 through P&F Association meetings, numerous Volunteer Induction sessions and various information sessions and workshops. These sessions were very positively received and well attended.

As part of the beginning of year Parent Information Meeting, parents were given a survey, to provide feedback about the school. This was overwhelmingly positive and provided suggestions to further improve the school, particularly in the areas of learning and parent engagement.

A parent/carers survey was also conducted as part of the External Review. The feedback was extremely affirming, with strong commendations for:

- the Catholic Identity of the school
- nurturing the spiritual and religious wellbeing of children
- regular opportunities to celebrate prayer, liturgy and Mass and effective engagement in the life of the Parish and wider community
- catering for the diverse learning needs of the students
- promoting a safe and inclusive school environment
- encouraging and valuing the involvement of parents/carers in the life of the school
- excellent communication and strong leadership and organisation

Some areas for improvement identified in the survey responses included:

- the provision of more relevant feedback and information about the children's learning and the school's improvement plan.

Student satisfaction

Students in all classes engaged in reflective learning activities throughout 2019. They were given opportunities to collaborate in developing class and school processes. Student feedback is also an essential component in Student Led Conferences held in Terms 1 & 3.

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

All students enjoyed our House based activities and were able to get to know more students in their Houses. Student participation in activities representing the school in the community such as the ANZAC Day March was high. All students were engaged in Peer support activities throughout the year enabling our older students to support the younger students in practical and fun ways.

Our senior students took on the role of 'tour guides' of the school on a number of occasions throughout the year and visitors always commented favourably on the knowledge, welcome and enthusiasm of our students.

Teacher satisfaction

Staff continue to be heavily involved in all aspects of the school's growth and development. They have input into the development and evaluation of the School Improvement Plan. Staff ideas were sought throughout the year as we continued to develop our school culture and processes.

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

What can we improve? What are the questions?

What are the issues & ideas?

In 2019, all staff were surveyed as part of the COSI External Review. They identified the following strengths:

- the school's Catholic Identity that supports and nurtures the spiritual and religious well-being of students and staff
- regular opportunities to celebrate through prayer, liturgy and ass
- a quality learning environment for its students
- assessment informs learning

- quality communication with parents and carers
- encourages and values parents/carers involvement in the life of the school

Some areas for further improvement and development included:

- a contemporary and well developed policy that affirms learning at home
- the implementation of school policies and procedures that ensure the consistent management of
 - Student behaviour
 - resourcing and maintenance of the school site
 - more regular Professional Learning Team meetings that use data to inform teaching and improve student outcomes
 - environmental stewardship and evangelisation

Our staff are strong advocates for our school beyond our own school community. They welcomed visitors from other schools and shared our story at many professional development and Diocesan gatherings throughout the year.

Staff agreed that the cohesiveness and level of collaboration amongst colleagues continues to be one of the major strengths of the school in 2019.

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$4304639
Government Capital Grants ²	\$203891
State Recurrent Grants ³	\$1293286
Fees and Private Income ⁴	\$1249539
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$286650
Total Income	\$7338005

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$110156
Salaries and Related Expenses ⁷	\$4557076
Non-Salary Expenses ⁸	\$2351966
Total Expenditure	\$7019198

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 2019 REPORT