



St Aloysius' College
Annual School Report
2008

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1. ABOUT THE ANNUAL SCHOOL REPORT

The Annual School Report provides parents, staff and alumni of the College with a broad picture of the College's performance and development in the previous school year and outlines priorities for the current year, 2009.

The information in this report is complemented by other school productions – *Prospectus*, the annual magazine (*The Aloysian*), *The College Diary*, other more frequently produced magazines and newsletters (*The Aloysiad* and *The Gonzagan*), and materials on the College homepage (which may be accessed by staff, students and parents).

This report is a legislative requirement under the Education Amendment Act (Non-Government Schools) Act 2004.

2. WHAT WE BELIEVE

College Mission Statement

St Aloysius' College is a Jesuit school for boys providing, in co-operation with families, a Catholic education which:

- Proposes Christ as the model of human life
- Pursues excellence in teaching and learning
- Promotes lifelong learning and spiritual growth

3. WHO WE ARE

3.1 History of the College

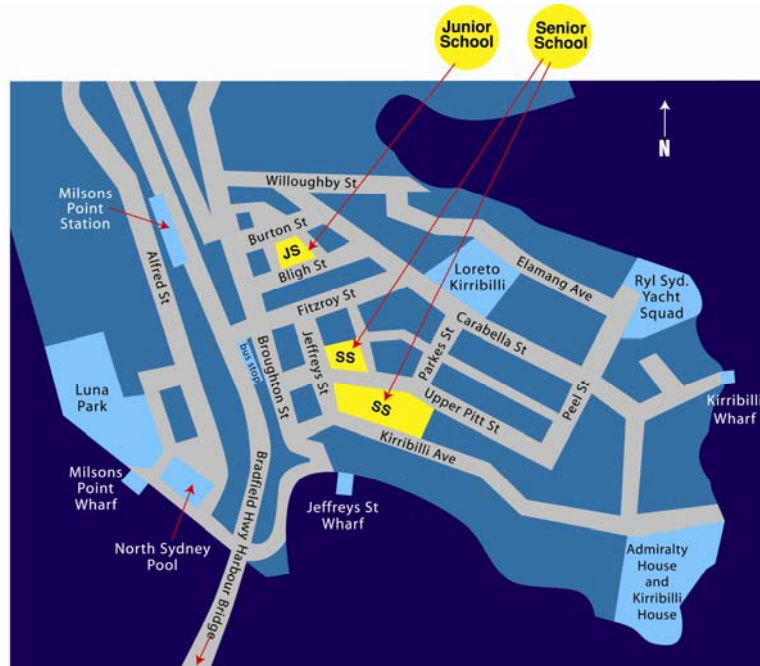
St Aloysius' College is a Catholic independent day school for boys from Year 3 to Year 12. The College, which has an enrolment of almost 1200 students, is conducted by the Society of Jesus (Jesuit Fathers and Brothers) and is part of a worldwide network of nearly 1000 Jesuit primary and secondary schools and universities in a tradition spanning nearly five centuries.

St Aloysius' College was founded in 1879 at Woolloomooloo and moved to its present site at Milsons Point in 1903.

Today the College is spread over three campuses. The Junior School is situated in Burton Street, Milsons Point. This campus was acquired and redeveloped by the College in 1992. The Middle School is located in Upper Pitt Street as is the Senior School (Wyalla). The College Oval is located at Tyneside Avenue, Willoughby.

The College is the oldest of the six schools which make up the Associated Schools of New South Wales. It is a member of the Conference of the Independent Schools of Australia. The Rector is a member of the Headmasters' Conference of New South Wales and of the Association of Heads of Independent Schools of Australia.

3.2 Location



3.3 Ownership and Governance

The College is owned by the Society of Jesus in Australia (“The Trustees of the Jesuit Fathers”). Governance of the College is vested in the St Aloysius' College Council, an incorporated body, whose members are appointed by the Provincial of the Society of Jesus in Australia. The CEO of the Council is the Rector and the COO is the Principal.

3.3.1 Annual Report – School Council

The Council of St Aloysius' College meets on a regular basis to receive reports from the Rector, the Principal, the Provincial Delegate for Education and its two standing Committees, the Finance and Building Committees. These reports and Committees deal with formation, business initiatives and controls within the College.

The Council seeks to keep itself abreast of education and formation issues through the diversity of its Council Members and guest speakers from time to time.

The Council has endorsed this Report to Parents and Students.

3.4 Student Population

As at the end of 2008, the student population was 317 boys in Years 3 to 6 (Junior School) and 872 boys in Years 7 to 12 (Senior School).

Since the College is located adjacent to bus, rail and ferry services, families from across the metropolitan area enrol their sons at St Aloysius'. This demographic, combined with the offer of a number of means-tested bursaries, means that the College has a broad socio-economic mix for an independent school.

3.5 Enrolment Policy and Procedure

Policy

St Aloysius' College is a Jesuit school for boys providing in co-operation with families, a Catholic education which:

- Proposes Christ as the model of human life
- Pursues excellence in teaching and learning
- Promotes lifelong learning and spiritual growth

Year 5 is the main intake year with smaller intakes in Years 3, 4, 7 and 11. Students are also admitted into other years if vacancies occur.

As St Aloysius' College is not a "full-fee paying overseas students school", only applicants who are permanent residents of Australia, or whose families have a current Australian working visa (copy of passport must be submitted) are eligible to apply for admission to the College.

The College is selective in that the prospective students must fit comfortably into the academic system of teaching.

In addition to the academic ability of the student, the College seeks to enrol students:

- who will be comfortable scholastically
- whose homes have similar attitudes, values and priorities as the College
- who will participate in extra-curricular activities
- who will keep the College rules consistently and for the right motives

The acceptance of an application is at the discretion of the Rector.

Procedure

- A non-refundable Application Fee is to be paid on application.
- Applicants for entry to all years must sit an Entrance Examination.
- Applicants will sit an examination in February of the year prior to the year of desired entry. The examination is two years prior to entry for Year 7.
- All applicants are notified by mail prior to the examination.
- A signed Clergy reference forms part of the criteria for acceptance. This will be required at the time of examination.
- Consideration will be given to brothers of boys in the school and to sons of Old Boys but enrolment is not automatic.
- Consideration will be given to identifying any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- At the discretion of the Rector, applicants and their parents may be required to attend an interview.
- An application can only be made for one year at a time. If you wish to change the proposed year of entry, please notify the Registrar in writing. If unsuccessful for any particular year, applicants may apply for a later year of entry, pay another application fee and sit another entrance examination.
- If a place is offered, a non-refundable acceptance fee is paid to secure the place. This place cannot be deferred to another year.
- Applications close in January prior to the year of desired entry and in January two years prior to the year of desired entry for Year 7.
- All fees and charges are reviewed annually.
- No negotiations with respect to admission will be entered into. Enrolment decisions are at the discretion of the Rector.
- Application does not guarantee a place; it notifies the College of the family's interest.

The College reserves the right to change the Enrolment Policy and Procedure at its discretion.

3.5.1 Conditions of Enrolment

Co-Curricular Activities: It is a policy of the school that students participate in the sporting activities offered in all four terms. In some circumstances, for example if a particular sport is oversubscribed, a student may be required to participate in sporting activities not chosen by him. If your child has an illness, injury or other disability which prevents him from taking

part in a particular sport, or that makes him particularly susceptible to injury, parents must advise the College.

In addition to a range of sports, there are a variety of activities e.g. music, drama, debating, chess, computers, cadets and the like, in which students are encouraged to take part. The College takes seriously the formation of the whole person.

Length of Stay: We expect that applicants, if accepted, will continue at the College to complete their secondary studies unless unforeseen circumstances occur or it becomes clear that the boy is not benefiting from what the College has to offer. We understand that, with due notice, the parents have the right to remove their son from the School at any stage. As part of the agreement between Independent Schools, if your son is currently at an independent school which is a member of the Association of Heads of Independent Schools (AHISA), then the College will notify your son's current school of your application to St Aloysius' College.

Rights of the College to Exclude a Student: Students must act in accordance with the directions of College staff and observe all rules and regulations of the College. The College reserves the right to exclude any student either permanently or temporarily, consistent with published policies outlining procedural fairness.

Continuing Enrolment: The continuing enrolment of a student is conditional upon his maintaining academic standards set by the College. If the College forms the view that the student is not meeting those standards, it may terminate his enrolment. The College views the first year of enrolment as a year in which both parties can assess how well the College, boy and home meet expectations.

Changes Made to Curriculum: The College reserves the right to amend its academic and other programmes at any time and without notice to parents. This may include the discontinuance of teaching subjects and other programmes.

Fees: School fees are due and payable within twenty-one (21) days of the date appearing on the account. The College will charge interest from the date of the account on any amount outstanding after twenty-one (21) days. It is the responsibility of Parents or Guardians to ensure that remittances are made in good time to avoid the imposition of interest. The rate of interest charged on overdue accounts shall vary from year to year. Parents are required to give the Rector no less than one term's notice in writing of withdrawal of a student, otherwise a full term's fees shall be charged. Parents who become financially embarrassed are encouraged to speak to the Business Manager in confidence.

The College reserves the right to change the Admissions Conditions and Practice at its discretion.

3.6 Teacher Standards

Category	Number of teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	101
Teachers who have qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	5
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	–

- (i) The average teacher attendance rate was 98.6 percent
- (ii) The proportion of teachers retained from the reporting year was 98.95 percent

3.7 Professional Learning/Development

Course-based professional development

In 2008, 89 members of staff undertook some form of course-based professional development. There were a total number of 198 courses taken. These included 97 related to teaching areas, 3 related to administration, 12 related to pastoral care or OH&S matters, and 9 related to spirituality or Ignatian ethos. In all, the time investment was some 219 teacher-days. An investment outlay of over \$28,000 was expended in course costs, excluding any relief staffing costs.

On-site development

In 2008, a significant number of staff undertook on-the-job development and support on an ongoing basis. The investment outlay in this regard is not able to be determined.

3.8 Retention Rates

The Actual Retention Rate measures the number of students enrolled at the College in Year 10 in 2006 and who were still at the school in Year 12 in 2008. Between Year 10 (2006) and Year 12 (2008), the Actual Retention Rate was 95.2%. The difference is that four students transferred to other schools after Year 10 and three relocated overseas.

The Apparent Retention Rate is a simple comparison of enrolment between Years 10 and 12. The Apparent Retention Rate between Year 10 (2006) and Year 12 (2008) was 100%.

4. CATHOLIC IDENTITY

4.1 Prayer

Prayer is part of all our activities, assemblies, and the daily life of the boys in the College, whether it be in the Junior or the Senior School. Each class begins the day by praying together. As a school, the staff has been looking at various forms of prayer and reflection, both in its formal and informal setting.

In the true Ignatian tradition of forming men of contemplation, the Junior School has "fallow time" where both boys and teachers pray and experience a guided reflection. The use of the Aloys' 5 Stars, the Ignatian prayer of the Examen allows the boys to review, reflect and refocus on the week that's been and to look at the week ahead. Some classes use this time to journalise their thoughts and feelings, with reflective music being played as a backdrop.

Every Wednesday morning the Senior School staff joins together for a twenty-minute meeting. This meeting begins with a prayer, which is led by staff members. Similarly, every Junior School staff meeting begins with a prayer. Each staff member is asked to do this voluntarily once a year. By praying together we are reminded of the importance of communal prayer, the different approaches that each individual has to prayer and the significance of prayer in our Catholic School. The whole School meets to pray in the College Chapel twice a term. This is led by members of the Consult.

4.2 Liturgies

College liturgies are an important celebration of the school community. They play an important role in reminding us of God's presence in our life. In 2008 numerous opportunities were provided for the College community to celebrate the Eucharist in a range of settings provided by the Jesuit community as well as visiting priests from our local parishes.

The whole student and staff body are present for the Feast of St Aloysius on 21 June, whereas other Masses such as the St Ignatius Mass or other traditional Masses (eg the Sacred Heart Mass and Ash Wednesday liturgy) are usually divided into two Masses, one for Years 3-7 and the other Years 8-12.

For each Year cohort, a Family Mass is held on one Sunday of the year and all family members are asked to attend. This may include grandparents, aunts, uncles and any other significant adults in the

students' lives. In the Senior School voluntary student masses are dotted throughout the calendar year, where more informal student-led liturgies occur.

The Junior School continues with their Parent Liturgy committee which assists with preparation for the Junior School Masses. The main focus for this group is to work with staff and to plan ways to facilitate the participation of parents in the faith life of their sons and the College, especially in masses and other liturgies. Parents attend the early Morning Masses held both in the Senior and Junior School. The Junior School Thursday morning Masses are organised by Junior School classes.

The sacrament of Reconciliation occurs in both the Junior and Senior School. For some years it will occur as an entire year during school or during the Retreat experience. Other groups will receive Reconciliation through their Religious Education class. In early Term IV the Year 3 boys receive their first Holy Communion. The Sacrament of Confirmation is parish-based as our boys do come from different dioceses. In conjunction with our local Parishes, our boys were prepared and presented for the Sacrament of Confirmation.

The enormous array and quality of liturgies would not have been possible were it not for the dimension of music and choir. The musical talents of the students and the wonderful support from the Music Department in all the liturgies have been an essential part.

4.3 Community Service

The notion of a faith that does justice is integral to education at St Aloysius' College and the Service Programmes are a practical way to give flesh to those high ideals.

Junior School

The *Arrupe Outreach* programme is the Junior School Community Service Programme. One of the aims of this program is to develop a belief in the boys that they do have much to offer the wider community, and that their positive contribution can make a difference to individuals and to society. Each class chooses a welfare agency, charity or project to focus on for the year. The boys are encouraged to learn more about the charity, agency or project through research and exploration. The class is then encouraged to raise awareness of their focus in the school community. This initiative is not meant to be just one where the boys have to meet a financial goal but also to allow them to learn about ways to serve others through action and reflection.

The areas chosen this year were:

Year 6.1	James Milson Nursing Home Visitations
Year 6.2	Karonga Public School Visitations
Year 6.3	Cake Stall at the Indian Bazaar and baking cakes for St Vincent De Paul Night
Year 6.4	Christmas in July for Familia Moja Orphanage –Kenya
Year 5.1	Playing Mission Impossible to Raise awareness for Breast Cancer
Year 5.2	Baking cakes for St Vincent De Paul Night Patrol
Year 5.3	Small Change for supporting Djarrangun College
Year 5.4	A concert performance called 'Air Guitars For Africa'
Year 4.1	The Great Aussie 5c Round Up for the Karuna Foundation
Year 4.2	Tree Planting at Forsyth Park in Neutral Bay
Year 3	Stamps for Schizophrenia + Pen Pals to the Familia Moja Orphanage in Kenya

Aloysian Faith in Service – Senior School

The *Aloysian Faith in Service* programme within the school seeks to form *men for and with others*. The College encourages students to consider placements working with those in need, be they poor, the elderly, the disabled or others who experience disadvantage.

The aim of the programme for the students is:

1. to be *men for others*

2. to realise they can make a positive difference in the situation of another, thus learning in a practical way the power of the Gospel.

Each boy in Year 10 is expected to complete 30 hours of service before the start of Term Two in Year 11. Some of the places the boys attended this year included:

- Bear Cottage at Manly
- Leading a Year 12 Retreat (called the *Kairos Retreat*)
- *Philippine Immersion Programme*, which is a three-week visitation to various parts of the Philippines including visiting fellow Jesuit Colleges, prisons and staying in rural places
- Visiting Nursing Homes
- Helping the organisation *Life for Kids*, which deals with homeless people and aboriginals of the inner city and many more

As well as these forms of community service, there are also a number of fund raising activities that encourage our boys to act as volunteers assisting specific charities.

CHARITIES AND ACTIVITIES 2008

CHARITY / ACTIVITIES	TERM	JUNIOR	SENIOR
Project Compassion – Distribution of Boxes	I	3-6	7-12
Pancakes for Compassion Day		3-6	7-12
Guest Speaker from Caritas			7
Writing letters to students at Xavier College in Micronesia (part of the Arrupe Outreach Programme)			7
Legacy Day (Selling outside)	II		9
National Reconciliation Week Reconciliation, Prayers & Paraliturgy Class activities/prayers completed with each class Guest Speaker – Council for Aboriginal Reconciliation	II	3-6	
Sacred Heart Mass – Poor Man's Mass Boys brought in over 1500 items for St Canice's Parish	II	3-6	7-12
SVDP Badge Selling (Selling in and out)	III		10 & SVDP
Chocolate Drive – Raised money for The Jesuit Mission in East Timor & Micronesia	III	3-6	
Junior School Fete – Money raised for The Jesuit Mission in East Timor & Micronesia. Through the SRC, each class ran a stall.	III	3-6	
Biggest Morning Tea (Cancer research)	II		SRC
Familia Moja Children's Centre	II-IV	3-6	
Sponsor Pilgrims for World Youth Day from Xavier College in Chuuk	I	3-6	
Karuna Foundation	II	3-6	
Children of Sierra Leone – Students Donated Toys and Books	III	3-6	
World Mission Week – Theme: <i>Remember the Children</i> An opportunity to take time & reflect on our understanding and level of commitment as Christians to live out in action our Gospel values	IV	3-6	
House-building programme in the Philippines			SRC
Life for Kids	Christmas	3-6	7-12

Promoting Respect and Responsibility

Within the College Policy on Student Discipline and Behaviour, page 35 of the diary, it states “there is one fundamental value underlying all College rules – namely that of respect”. The 3 Rs, below, are often mentioned.

Respect for others

Respect for self

Respect for school and property

These 3 Rs are very well known by all students, teachers and parents. The dignity of the College community is promoted by an attitude of respect and consideration for others.

Encouraging respect and tolerance for others is also evident in the Social Justice Clubs that exist in the College such as St Vincent de Paul and the Benenson Society (taking the place of Amnesty International, in August, at our College). Within these Clubs, a healthy respect for others less fortunate is encouraged.

4.4 Faith experiences

Retreats and Activities and Reflection Days and Camps

Year 7 – Year 11 were involved in a Camp, Activity or Reflection Days or a Retreat from March 18 – 20, while the Year 12 gentlemen were sitting their mid-year examinations. Year 12 students have the option to participate in the Kairos Retreats that takes place in the holidays at Kerever Park, Bowral.

The locations for each of the years were:

Year	Location
7	Academy of Sport, Narrabeen
8	St Aloysius' College, Milsons Point
9	Somerset Outdoor Learning Colo River, Avondale College Cooranbong
10	St Aloysius' College, Milsons Point
11	Elanora Heights Conference Centre, Elanora Heights

Kairos Retreats

The Kairos Retreats were once again held in 2008. They are offered to our senior students four times each year during holiday time. Just over one hundred students voluntarily undertook the retreat in 2008. Kairos is an experience of Christian community, with a series of talks given by peers and adults. Prayer and worship are an essential part, as well as the participants' involvement in discussions and various exercises. An important characteristic of the retreat is that of peer ministry: students who have done the retreat give many of the talks and lead many of the activities. The retreat is a time of trust and openness, generosity and community to quite a remarkable degree.

Chaplaincy

There are four lay chaplains and four Jesuit chaplains working across the school. They provided support to the Director of Pastoral Services throughout the year assisting in preparing liturgies and conducting countless interviews with the boys so as to build a rapport with them and to encourage each student's relationship with God.

World Youth Day

World Youth Day was truly an event for Sydney, for the Church and for the College. About 220 Aloysians registered through the College, and others through their parishes. Over 160 pilgrims from overseas and interstate were billeted with our families, including students from Jesuit schools in the United States, Philippines and Micronesia. Other families hosted pilgrims through their parishes.

About 50 young Old Boys also participated through the College, along with 30 members of staff and a number of parents who assisted throughout the week. Between 15,000 and 20,000 passed through the doors of St Aloysius' during the week, as we hosted two catechesis sessions each day, four large lunches and the Magis Youth Festival (Wednesday - Friday) and the Ignatian Schools festival (Tuesday). Our boys travelled to Barangaroo for the Opening Mass and Concert, and again to Barangaroo for the Papal arrival and the Stations of the Cross. Finally, a party of 300 walked to Randwick for the vigil, which was followed in the morning by celebrating with the Pope, the World Youth Day Mass itself.

4.5 Involvement of Parents, Old Boys and Others

Parents are involved in the College in many ways.

The Parents and Friends Association exists to draw families more closely into the life of the College. It organises social events for each Year cohort and for the College as a whole. It holds regular Forums to raise pertinent issues of interest to parents. Though not principally a fund-raising body, it makes a donation to the College each year from surpluses made through social events. A number of parents assist in the College's many co-curricular activities.

The St Aloysius' College Old Boys' Union maintains links with past students. SACOBU also funds fee assistance for Old Boys with sons at the College who are experiencing financial difficulties.

The College Council and its sub-committees have a number of present and past parents and Old Boys making active contributions.

The Parent Enrichment Program is offered each year to educate, challenge and to provide the parents with even stronger connections with the College. In 2008 this included the following presentations:

- The College Drug Consultant on the topic: *Do you give permission for your son to drink at parties?* (For Years 6 and Year 9 parents and sons)
- The Deputy Principal on the topic: *Meeting Ignatius* (for new parents)
- Ignatian history, pedagogy and spirituality called *Conversations with Ignatius* (for all parents)
- The Director of Curriculum speaking about study skills, subject choices and a number of academic areas
- A panel of Guest Speakers looking at issues that affect learning such as depression and bullying

Parents are strongly encouraged to become involved in the various co-curricular activities offered in the College. A Chairman of the Parent Committee oversees the various active parent committees operating in the College. These parent committees have been set up to assist the Master-in-Charge (MIC) of that activity in many ways. They meet regularly throughout the season. They are directly responsible to the MIC who in turn is responsible to the Director of Co-Curricula. Parents are involved in helping with such things as fund-raising, tour organisation, time-keeping at carnivals, assisting at cadet camps, setting up sports grounds on Saturdays and running barbeques at ovals, etc.

5. RELIGIOUS EDUCATION

5.1 Religious Education Program

Junior School

The Year 3-6 Religious Education Program is faithful to the heart of our Catholic tradition and honours what we value most deeply within our own Ignatian/Jesuit spiritual heritage. It aims to contribute to the development of critical thinking skills and to establish a sound level of religious and spiritual literacy in our boys.

The texts *To Know, Worship and Love* are used as a major source for the Religious Education Curriculum. The Emmaus story (Luke 21:13-35) is central to our Religious Education Curriculum. The curriculum brings together the essential components of knowledge, understanding, appreciation and celebration of our rich tradition. It also provides opportunities and skills for our boys to meet the challenge of living the Catholic faith in today's world. It is an inspiration for lifelong Religious Education and invites the boys to make sense of everyday life, to gain an understanding of the traditions of the Catholic community, scriptures and stories, to respond to the activity of God in their lives and to celebrate with others, the mystery and life of the risen Christ.

This year our Year 6 students sat the Sydney Archdiocesan Religious Education test. The test is well planned, extensive and gives the boys a good opportunity to answer questions in a variety of styles- multiple choice, short and extended responses. Our results were very pleasing. Out of 116 boys that sat the test, 3 secured a High Distinction, 15 secured a Distinction, 58 a credit with the rest a participation. Our school performance was above the Diocesan mean in all the strands.

Senior School

Religious Education in the Senior School is based on two curricula. In Years 7-10 the Catholic Archdiocese of Sydney's guidelines were implemented. In Years 11 and 12, the College follows the NSW Board of Studies course, Studies of Religion (SOR). This course is studied at both 1 and 2 Unit level. Both curricula have been mainstays of the Senior RE programme over the last decade. The College's results in the latter reveal a significant proportion of students in the upper two bands. Two hundred and forty hours are allocated across Stage 6 to SOR with 320 hours spent in Stages 4 and 5. Stage 4 and 5 materials provided by the Catholic Education Office Sydney are supplemented with our own Jesuit resources which seek to develop a better understanding of the life, work and mission of St Ignatius and the Society of Jesus (Jesuits). Students undergo a variety of assessment tasks each unit, including four main tasks across the year. At the end of each semester, students undertake major exams consistent with those experienced in other subjects. With Studies of Religion, regulatory tasks apply, including the Catholic Schools' Trial paper and the Board of Studies HSC exam.

Classroom praxis is complemented by a range of faith and service experiences under the auspices of the College's Pastoral Services Department.

6. SCHOOL REVIEW AND DEVELOPMENT

6.1 Annual School Priorities 2008

There were three priorities for 2008.

- Refine Masterplan and commence first stage of the building at the end of 2008
- Commence six streams (smaller classes) in Year 7
- College's participation in World Youth Day

6.2 Projected School Priorities 2009

- Complete Junior School building
- Commence major new building next to Wyalla
- Review Homework/Study policy
- Continue digitalizing curriculum (Middle School English to be completed by end of 2009)

7. TEACHING AND LEARNING

The College participates in a range of National and State wide examinations. All schools across Australia participated in the inaugural National Assessment Program Literacy and Numeracy NAPLAN in 2008. Our students' results can be found below.

7.1 Junior School

7.1.1 Year 3

NAPLAN – Literacy – Year 3

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
6	43 (20)	68 (26)	25 (22)	61 (26)	43 (20)
5	32 (27)	21 (28)	50 (24)	18 (17)	43 (29)
4	11 (20)	7 (26)	21 (27)	18 (23)	11 (27)
3	14 (16)	4 (14)	4 (15)	4 (21)	4 (15)
2	0 (12)	0 (4)	0 (9)	0 (8)	0 (7)
1	0 (4)	0 (2)	0 (3)	0 (4)	0 (2)

NAPLAN – Numeracy – Year 3

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, Patterns & Algebra	Measurement, Data, Space & Geometry	Overall Numeracy
6	71 (22)	68 (22)	64 (18)
5	14 (21)	14 (21)	18 (22)
4	7 (21)	7 (20)	14 (27)
3	7 (24)	11 (22)	4 (23)
2	0 (9)	0 (11)	0 (7)
1	0 (4)	0 (3)	0 (3)

7.1.2 Year 5

NAPLAN – Literacy – Year 5

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar and Punctuation	Overall Literacy
8	49 (15)	38 (12)	36 (12)	50 (19)	38 (10)
7	31 (18)	31 (18)	37 (25)	27 (17)	43 (22)
6	17 (23)	23 (35)	22 (28)	20 (27)	17 (31)
5	3 (25)	7 (20)	5 (19)	3 (20)	1 (24)
4	0 (11)	1 (10)	0 (10)	0 (11)	0 (9)
3	0 (8)	0 (5)	0 (6)	0 (6)	0 (4)

NAPLAN – Numeracy – Year 5

School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, Patterns and Algebra	Measurement, Data, Space and Geometry	Overall Numeracy
8	44 (14)	25 (9)	33 (11)
7	27 (11)	44 (19)	47 (15)
6	23 (24)	25 (25)	17 (26)
5	6 (28)	5 (24)	3 (27)
4	0 (15)	0 (16)	0 (15)
3	0 (8)	0 (7)	0 (5)

7.2 Senior School

In 2008 all schools across Australia participated in National Assessment program Literacy and Numeracy tests (NAPLAN).

The Literacy component consisted of several parts:

- Language conventions
- Writing
- Reading

The Numeracy tests in Years 7 and 9 consisted of two parts:

- Calculator-allowed test followed by a
- Non-calculator test

These tests were held in all Australian schools between the periods 13 to 15 May 2008.

It is the first time the results will be reported against a national backdrop. While the reports have similarities to these in previous years, the data compares the student to the national cohort rather than state/territory cohort.

The reports contain the results for reading, writing, language conventions and numeracy across six bands for each Year level.

The NAPLAN measures student achievement against a single assessment scale that continues from Year 3 right through to Year 9. This means, as a student advances through school, we will be able to see the real growth in literacy and numeracy over time.

7.2.1 NAPLAN Year 7

Year 7 Literacy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
9	46 (11)	38 (10)	41 (11)	31 (10)	38 (8)
8	32 (18)	29 (19)	41 (25)	38 (20)	45 (18)
7	15 (24)	28 (24)	16 (29)	23 (25)	16 (30)
6	7 (29)	6 (30)	1 (20)	7 (23)	1 (28)
5	0 (14)	0 (11)	0 (9)	1 (14)	0 (12)
4	0 (4)	0 (7)	0 (6)	1 (7)	0 (4)

Year 7 Numeracy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number, pattern & Algebra	Measurement & data	Space & geometry	Numeracy
9	70 (18)	71 (22)	42 (12)	65 (16)
8	21 (15)	14 (9)	39 (21)	25 (18)
7	7 (23)	11 (28)	16 (25)	8 (24)
6	1 (24)	4 (18)	3 (24)	1 (24)
5	0 (15)	0 (15)	0 (15)	0 (16)
4	0 (4)	0 (9)	0 (3)	0 (3)

7.2.2 NAPLAN Year 9

Year 9 Literacy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Reading	Writing	Spelling	Grammar & Punctuation	Overall Literacy
10	36 (7)	21 (9)	15 (7)	36 (10)	22 (6)
9	38 (16)	29 (12)	45 (22)	20 (12)	47 (15)
8	22 (26)	38 (25)	30 (25)	31 (21)	25 (27)
7	3 (28)	7 (23)	7 (27)	11 (29)	6 (29)
6	1 (17)	4 (21)	2 (11)	1 (17)	0 (17)
5	0 (6)	0 (10)	0 (9)	1 (11)	0 (6)

Year 9 Numeracy: School results are given as percentages. State figures, as a percentage, are in brackets.

Band	Number & data	Patterns & Algebra	Measurement, Space & geometry	Numeracy
10	51 (13)	61 (17)	35 (10)	48 (13)
9	28 (14)	25 (17)	32 (17)	30 (15)
8	18 (23)	10 (20)	25 (28)	20 (25)
7	4 (26)	2 (21)	8 (25)	1 (24)
6	0 (16)	1 (15)	0 (14)	1 (19)
5	0 (7)	1 (10)	1 (6)	0 (5)

7.2.3 School Certificate

The College has received a pleasing set of results in the School Certificate for 2008.

Some of the significant features include:

- Outstanding results in Australian History. 59% of our candidature were awarded a Band 6 (90 & above) compared to 6% state-wide. This reflects the strength of History at SAC, following similar outstanding results in previous years.
- A continuation of the very strong results in Mathematics. 31% of cohort achieved a Band 6 compared to 7 % state-wide. There were a total of 79% in the top two bands.
- Strong results from Science faculty with 17% in Band 6 (6% state-wide). These are our best results from Science in recent years and are testament to improved teaching programmes in Middle School
- Four “all-rounders” received a Band 6 result for every subject. These boys were: **W. Comino, N. Cordi, D. Farina, and S. Murray**. Congratulations to those students. **Daniel Farina** scored 100% in both Science and Australian History – an outstanding achievement.

The results indicate the following:

- There is a growing culture of academic achievement within the middle years of schooling at St Aloysius'. If one examines the last table, this is evidenced with growing percentage of students in the top 2 bands.
- Despite the commitment to extensive co-curricular, service, cultural and liturgical programmes, academic achievement is maintained while hoping to grow well-rounded “men for others”.

One hundred and forty-eight students sat the exam. The School Certificate Test results were as follows:

Test	No. of Students	Bands 5-6	Bands 3-4	Bands 1-2	Exam average
English - literacy	148	82%	17%	0	84.03
Mathematics	147	80%	20%	1	85.48
Australian History	148	91%	9%	0	89.45
Australian Geography	148	60%	40%	0	82.31
Science	148	70%	30%	0	83.48

7.2.4 Higher School Certificate

The Class of 2008 have received an exceptional set of results in the HSC. One of the easiest points of comparison in performance is the number of students in the Merit list. To be eligible for that list, a student must score 90 or more in a two-unit course or 45 or more in a one-unit course. While this is a limited comparison as it only looks at the top performing students, it is the one used by the press, as these results are made public.

Year	2001	2002	2003	2004	2005	2006	2007	2008
Total students	126	119	124	109	144	134	145	145
Distinguished Achievers	82	117	134	83	131	165	198	258

Two hundred and fifty-eight mentions is an excellent result improving upon the strong results of recent years. This is an outstanding result by a group of hard-working students who have participated fully in the cultural, sporting, religious and service life of the school.

Another pleasing aspect was the performance of the cohort as a whole. The numbers in Band 6 and E4 have nearly doubled since 2006 while the numbers in bottom bands have continued to decrease.

Thus the results across the board were strong. This trend has been a pleasing feature of results in recent years. This trend of on-going improvement is due to a number of factors:

- The culture of valuing academic achievement for all students
- The practice of students doing draft responses and gaining quality feedback from staff
- The hard work and professionalism of staff
- The better targeting of courses and levels of subjects for individual students.

*Band Results for all 2-unit courses**

Band	2005	2006	2007	2008
6	91 (13%)	119 (19.2%)	162 (21.2%)	209 (28%)
5	318 (45%)	265 (42.9%)	343 (45%)	308 (41%)
4	220 (31%)	204 (33%)	217 (28.5%)	193 (26%)
3	70 (10%)	28 (4.55)	34 (4.46%)	31 (4%)
2	7 (1%)	1	6 (0.79%)	8 (1%)
1	2 (<1%)	0		

(Total of 749 individual student results in 2-Unit courses, including 1-unit Studies of Religion)

Band Results for all Extension courses*

Band	2005	2006	2007	2008
4	40 (25%)	42 (33%)	36 (40%)	49 (47%)
3	92 (56%)	66 (51.9%)	49 (54%)	48 (46%)
2	29 (18%)	19 (14.9%)	5 (5.5%)	7 (6%)
1	2 (1%)	0	0	1

(Total of 105 individual students in Extension courses)

All-Rounders:

There were 14 students named in the Premiers All-Rounders list. These students scored 90 or better in 10 units. They were:

B. Armitage, H. Cornwell, S. D'Souza, M. Favalaro, P J Flint, T. Hall, R. Jordan, S. Lush, A. Pasfield, A. Patten, G. Salmi, T. Smith, E. Talas, D. Vickovich

Top Achievers:

Studies of Religion 2-Unit: O. Doughty 9th in state

Studies of Religion 1-Unit: A. Dawson 12th & E. Talas 17th in state

UAI calculations:

The College does not have access to students UAIs. However, we will use the scaling information provided by the Universities Admission Centre to estimate UAI scores.

It does seem that we had as many as 11 students achieve a UAI above 99. Also about 70 students have scored a UAI of 90 or more. This is approximately 50% of the Year 12 candidature.

Further details on UAI performance will be available after more analysis.

Faculty Highlights:

English: The continuing success of the English department has been one of the key factors in the improved performance of our students. Student success in this subject has shattered the myth that boys are "no good at English". One of the most pleasing aspects has been the work ethic that has been brought to the study of English, the students now expect to be worked hard and submit numerous drafts for correction. Of course this has meant an increased marking load for our teachers. They have shouldered this burden and their commitment to the students is exemplary. The English faculty farewelled the Head of English, Mr John Tzantzaris. He took up the position of Head of English at Shore. He has done much to improve the culture of learning at St Aloysius' College and will be missed.

Studies of Religion: To have three students in the Top Achievers list is testimony to the strength of this faculty at St Aloysius'. In both the one-Unit and two-Unit courses, students have achieved very pleasing results over a number of years.

Modern History: This was, along with Visual Arts, the great improver in 2008. To have 44% of the candidature achieve a Band 6 is simply outstanding. The History faculty has had exceptionally strong results in the School Certificate for a number of years. Hopefully the class of 2008 have set a new benchmark for achievement in HSC History. This is testimony to the strength of History at the College.

Visual Arts: Under the leadership of Mr Papa, there has been a revolution in the Visual Arts Faculty. 75% of the candidature achieved a Band 6. Five students had their major works included in Art Express. There is renewed vitality and enthusiasm for Visual Arts. Long may this continue.

Mathematics: 2008 included the first group of Accelerant students to complete their HSC. Our analysis indicates that there have been several benefits. For many, this has allowed them to achieve high results in Mathematics while maintaining strong results in their other subjects. Most of the students who achieved a UAI over 99 were part of the Accelerant programme. For other students, Mathematics remains one of the strong performers at all levels. The Mathematics department works hard to prepare students and to ensure that they present for the most appropriate level of Mathematics at the HSC.

Personal Development, Health & Physical Education: The continuing success of students undertaking this subject has been stunning. In 2008, 62% of candidature achieved a Band 6 result. The staff has established over the years an admirable culture of hard work and high expectation.

General Comments:

The Class of 2008 has achieved the best results since the inception of the new HSC in 2001. They have set a high benchmark for future years. 102 of 145 students have achieved a Band 6 in a wide range of courses. The students have done this while being a Year group marked by their school spirit.

They have participated fully in the life of the College and have been most supportive of each other and of the rest of the student body. This group has attended CAS fixtures in droves supporting their friends and the College. Yet they have not let this generous involvement detract from their commitment to their academic goals.

The following table presents all the Higher School Certificate test results, with figures representing the actual student numbers in each band:

Subject	No. of students	Bands 5-6	Bands 3-4	Bands 1-2
Ancient History	24	12	12	0
Biology	32	17	15	0
Business Studies	31	17	14	0
Chemistry	36	21	15	0
Drama	22	14	8	0
Economics	36	26	9	1
English (Standard)	57	20	35	2
English (Advanced)	89	83	6	0
Geography	8	7	1	0
Legal Studies	8	5	3	0
General Mathematics	49	34	15	0
Mathematics	82	54	26	2
Modern History	63	54	8	1
Music 1	15	13	2	0
Music 2	6	6	0	0
PDHPE	26	24	2	0
Physics	34	19	15	0
Senior Science	12	7	5	0
Software Design	7	2	5	0
SOR 1	38	23	13	2
SOR 2	38	30	8	0
Visual Arts	16	15	1	0
French Continuers	14	10	4	0
Japanese Continuers	3	2	1	0
Latin Continuers	2	1	1	0

In Extension Courses, there are four bands E4 to E1, with E4 being the highest.

7.3 Transition Programme

At the College the transition from Year 6 to Year 7 is seen as a significant step for our students. To this end, we have worked on a number of programs to assist. In Term IV of 2006, all Year 6 teachers, the Deputy Head of the Junior School, the Director of Curriculum, Junior School, the Year 7 Coordinator for 2008, the Assistant Director of Curriculum, the School Counsellor and the Year 7 Home Room teachers for 2008 met to discuss the composition of Year 7 classes for 2008. Issues such as how best to cater for different learning styles were discussed and classes were established. Of particular importance was the mixing of classes, whereby boys new to the College in 2008 were spread across all classes and where possible placed in classes with boys entering the Senior School from the Junior School, who lived in the same suburb, or who may have attended the same primary school.

Orientation Day

In Term IV of 2007, all Year 7 students attended on Orientation Day, organised jointly by the Registrar and the Assistant Director of Curriculum. The emphasis was on welcoming the boys to the Senior School and explaining to them how the College operates on a daily basis, with demonstration classes conducted.

Questionnaires

Students were given a questionnaire that asked them a little about themselves, and a contact they had with the College. Students were also asked what subjects they liked and why. What subjects did they have difficulties with, and how could the College assist them? How did they like to learn? They worked in small groups or individually. Based on the answers to this questionnaire, classes were further refined. All of these were passed on to Home Room Teachers, in order to assist them in preparing for 2008. A further questionnaire was given to the students at the end of Term I asking them for feedback on their first term at the College. Based on these answers, Home Room Teachers were able to assist students more specifically.

The Role of the Home Room Teachers

For some years, the College has seen the benefit of having Home Room teachers for Year 7. This means that one teacher will teach the students two or three subjects. Students welcome this constancy and in 2008 the Home Room Teachers performed the very important role of assisting the students in their transition to life in the Senior School.

Organisation Workshops

One of the areas identified by the questionnaires and Year 7 teachers was the need to assist Year 7 in their organisational and study skills. The Learning Enrichment Team therefore assisted individual students within the classroom and withdrew some students from class for assistance. Prue Salter from Enhanced Learning Educational Services gave workshops and presentations to students and parents during school time and also at evening workshops. Presentations covered a *Getting Organised Workshop* in Term I and an Examination and Study Techniques Workshop in Term III for Year 7 students and their parents. Students in Years 8 and 9 also attended these workshops. The College also subscribed to the ELES handbook online.

Programming

All faculties have spent a considerable amount of time programming for new Years 7-10 syllabus that are being introduced. From this work, the College expects that it will have in place a curriculum that is more relevant to the needs of our students in the 21st century.

Academic Interviews

Based on recommendations from Year Coordinators and from Interim and Semester Reports, students in Years 7 to 9 were interviewed about their academic progress. Year Coordinators and

the Assistant Director of Curriculum, as well as the Head of Learning Enrichment interviewed students and also some parents in order to assist with academic progress. These interviews were conducted throughout the year, with most interviews being conducted immediately following the end of each reporting period.

Learning Enrichment

In 2008, the focus continues to be more on supporting students with learning, organisational and exam difficulties. There is a growing development of programs for the Gifted and Talented as well. In 2008, a number of workshops and staff training opportunities for Gifted and Talented programs in the College have been held. Differentiation of the Curriculum was seen as an important area of focus for the College.

7.4 Co-Curricular Activities

The academic program at St Aloysius' College is supported by a strong co-curricular program to ensure that every boy has a holistic education. All students are expected to be fully committed to the co-curricular life of the College. Sport, Music, Drama, Debating and Cadets are the main areas of co-curricular involvement and constitute an essential element in the overall curriculum of the College. All members of the College teaching staff are involved in sporting and/or other co-curricular activities.

The College, through membership of the CAS, is committed to field teams in all mainstream Senior School CAS sports and co-curricular competitions. The Junior School is a member of the Independent Primary Schools Heads of Australia (IPSHA) which provides sporting and co-curricular competition.

7.4.1 Junior School Co-curricular Program

Sport

Boys in Years 4 to 6 are required to participate in both summer and winter team sports that are played throughout the year on Saturday mornings. In summer, Cricket is the main sport offered. Basketball and Tennis are also offered.

Boys will also have the opportunity to trial for school Athletics, Swimming and Cross Country teams. They are required to play Rugby Union or Football (Soccer) throughout the winter season and all team members in both summer and winter sports must attend weekly before and/or after school training sessions as well as the Saturday match commitment.

Boys are not exempted because they are playing for a club or in a district competition. Boys in Year 3 are given the choice to play Cricket in Term I for the school but may be exempted from Saturday sport until Term II.

Music

Students are involved in Concert Bands, String Orchestras, Jazz Ensembles and the highly respected Junior School Choir. As a part of the class program for Years 3 and 4, every student learns a string instrument and participates in a String Orchestra. Students in Years 5 and 6 also have the opportunity to be involved with a wind and brass programme. The College has an active program of camps, recital evenings and participation in Eisteddfods and all boys are encouraged to be fully involved in the program.

Debating

The Junior School participates in the IPSHA and Independent Schools Debating Association (ISDA) competitions as well as the Aloysian Inter-House Debating competition. Debating runs from Term I to Term IV and allows both experienced boys to compete along with those who would like to learn.

Year 4, 5 and 6 boys can also participate in the Aloysian Social Debating competition which takes place in Terms III and IV only and involves after-school workshops and debates.

Chess

The College Chess Club trains once a week, with three teams competing in the NSW Chess League competition and in inter-house competition. Boys are taught the basics and shown new skills to improve techniques.

Extension and Enrichment Program

The Junior School has a wide range of activities to cater for the needs and development of gifted and talented students. These activities include English, Mathematics, Mathematics Olympiad and Science competitions, Chess, Debating, Tournament of Minds and a number of Gifted and Talented workshops offered by the University of NSW and IPSHA. These programs are conducted both during and after school hours.

7.4.2 Senior School Co-curricular Program

All boys in Years 7 to 12 are expected to be involved in a full-time summer and a winter co-curricular activity.

Apart from Sport, Music, Drama and Debating (only in Year 12) can be classified as full-time co-curricular activities.

One summer sport is to be selected from Cricket, Basketball, Tennis, Waterpolo, Swimming, Volleyball, Tae Kwon Do and Fencing.

One winter sport is to be selected from Rugby Union, Football (Soccer), Tennis, Volleyball, Cross Country, Tae Kwon Do and Fencing.

Athletics is held in Term III between winter and summer sports. It is not compulsory but boys are strongly encouraged to participate.

All sporting co-curricular require two training sessions per week as well as Saturday commitments.

Cadets, Debating, Chess, Benenson Society, St Vincent de Paul Society, and Tournament of Minds may be selected as an addition to the normal co-curricular commitment. Except for Cadets, a combination of these may constitute a full-time co-curricular.

Boys will not be exempted due to work commitments or because they are playing for a club, or in a district competition. Any student physically unable to participate in co-curricular activities may be called upon to assist in co-curricular administration.

7.4.3 Post School Destination of HSC Graduates 2008

There were 145 students who completed the HSC in 2008. Almost all received offers of university places. A number of students have deferred study in 2009 to go on exchange programmes, do a "gap" year, or work & travel.

8. PASTORAL CARE OF STUDENTS

8.1 Tutor Groups

Tutors conduct twenty-minute Tutor Group Meetings each Thursday and every second Wednesday. This is the first and most practical duty of the Tutor. Boys in a Tutor group are vertically arranged with boys ranging from Year 7 to Year 12. The Tutors will form a team with the Director of Pastoral Services, working closely to ensure that these meetings are efficiently conducted, leaving room for Senior boys' initiative and leadership. A structured program may be provided at various stages of the year, ensuring learning and participation by all boys. The expectation is that both Tutors and boys will arrive on time for these meetings, which may include a prayer and time for important notices.

Within the Tutor System, Tutors are the first point of pastoral care of the boys. They ensure that each boy is well known by a member of staff throughout his time in the Senior School. Tutors help a boy find God in all the experiences he has, and encourage him to seek that which is noble and to hold on to what is good.

8.2 Student Representative Council Report 2008/2009

The Student Representative Council ("SRC") at St Aloysius' College is a body chosen by the students through an election and interview process. Students from Year 7 to Year 12 are represented on the SRC. Students in Years 11 and 12 traditionally take on the roles of Treasurer and Executive.

The SRC meets weekly to discuss issues that are of interest to the boys. Each Year Representative canvasses his Year group for their opinions on a variety of issues such as uniform, mufti days, facilities within the College and also the SRC's role in supporting charitable works. At the Monday weekly meetings, Year Representatives voice their peers' opinions. More detailed discussions about such issues are held three times a year during planning meetings which usually last for half a school day.

The SRC is responsible for contributing to two major events on the College calendar. The first, St Aloysius' Day, a celebration held for the students and staff of the College, is held on 21 June each year. The students, under the guidance of the Chair of the SRC (a teacher at the College), organise activities, entertainment and food for the day.

The second major event that the SRC is responsible for is the Annual SRC Dance, traditionally held in August. The SRC, with the guidance of the Chair of the SRC, organises for other schools to attend this dance. Part of the profits from this dance is channelled into the Gawad Kalinga house-building programme in the Philippines in which the boys are engaged.

A popular initiative again in 2008 was the return of the "Hot Seat". Students purchased raffle tickets in the hope of winning a seat on the sideline of Firsts Football and Rugby games at the College Oval, with refreshments provided.

The SRC also has a voice in the Canteen Committee. Once a term boys from the SRC are invited to meetings where they can taste and comment on the type of food currently sold at the school canteen and make suggestions for future purchases.

8.3 Seasons for Growth Program

In 2008, the *Seasons* program was implemented in Term II and concluded in Term III. *Seasons* is a peer support program developed by Centacare Catholic Family Services to support boys who have experienced loss in their lives as a consequence of death, separation or divorce.

The program was most successful and benefited the boys involved by helping them to develop strategies to cope with grief and loss. A number of groups were run in the Junior School.

8.4 Drug Education

In 2008 the parents of St Aloysius' were kept very busy with Parent/Son Drug Education Evenings in Year 6 and Year 9. The Year 9 nights comprised of a trivia quiz, and presentations from a paramedic and a specialist Drug Consultant. The Year 6 night included a multimedia presentation on anti-cigarette advertising. Many parents expressed their keenness to share the knowledge learnt with their child after receiving the same input.

Our Drug Consultant also works with the program *Mind Matters*, advocated by the Government to help build up resilience in our students. It overlaps with many issues such as bullying, grief and mental health issues. Understandably drug education plays an important role in it.

8.5 Youth Minister

The Youth Minister has played an integral role in assisting the Director of Pastoral Services. Some of the Youth Minister's important responsibilities are:

- Chaplain to Years 9 and 10 students;
- conducting interviews with all students from these years;
- assisting with the organisation of the school and family Masses;
- providing support to the school Counsellor, including implementing the school's anti-bullying and harassment strategy by speaking to classes, raise awareness concerning the issue, conduct research into the needs of students and the degree to which bullying occurs in the school;
- accessing young people who are identified by the Year Coordinators, Counsellor and other Teaching staff as requiring some additional assistance or support;
- playing an integral role in the student Retreats and Reflection Days particularly the Kairos Retreats offered to students in Year 12;
- co-ordinating the *Aloysian Faith in Service* program, assisting students to negotiate placements, and debriefing them following completion of their thirty hours of service.
- Organising and attending the Nambucca Heads Immersion Programme with Year 9 students.

8.6 Counsellor

The Counsellor plays an important role in pastoral care in dealing with boys at risk. He also is an integral part of programs such as:

- Seasons for Growth
- Peer Mediation
- ACE (Adolescents Coping with Emotions)
- Bullying and Harassment
- Coolkids
- SCRAM (Student Conflict Resolution and Mediation)

8.7 Student Management / Welfare / Discipline Policies

The Mission Statement shapes the College's policies. Together with parents, who are considered to be the primary educators, the College aims to prepare boys to be young men of contemplation, competence, compassion and conscience, committed to individual excellence and co-operative action in the world for the common good.

At St Aloysius' College, it is believed that all human beings are created equally in the image of God. Through Jesus' words to "do unto others as you would have them do unto you" and to "love your neighbour as yourself", all are called to give witness to these Christian values and, as stated in the College's Mission Statement, "[take] Christ as the model for human life". With this in mind, every member of the St Aloysius' College community has a right:

- to be treated as an individual with dignity
- to feel safe
- to learn and
- to be free from anxiety

The following policies and procedures ensure those outcomes are met:

Policy Statements	Access to full text
On behaviour off campus	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On bullying and harassment	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
For the prevention of drug and substance abuse	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On internet and computer usage	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On required conduct at sporting events	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On student discipline and behaviour	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On theft	Printed in College Diary Full text available online on school intranet Parental acknowledgement signed in February
On how the College will respond to “critical incidents” that may occur on or off campus	Full text available online on school intranet

Policies for student discipline and behaviour

The actions and behaviour of all the members of the College community contribute to the creation of a positive, caring and safe school environment for all members of that community – students, staff and families. The good order and discipline of the College requires the adoption of standards of behaviour where listening to and communicating with, others are highly-developed skills, and each person accepts responsibility for self and others.

The College aims to be a community in which behaviour is shaped by Gospel values. The dignity of all people should be promoted by an attitude of respect and consideration for the other. The aim is to guide students to a state of internal and external freedom, and to be integrated human beings. Students are encouraged to accept self-discipline and personal responsibility for their thoughts and actions.

One fundamental value underlying all College rules is respect.

The full text of the College’s policy on student discipline is available to all members of the College community through:

- Online Staff Manual
- College Diary
- Pamphlet – Copy at Reception
- Intranet

8.8 Guidelines for Child Protection

St Aloysius' College is committed to the security and well-being of its students and is compliant to the New South Wales Child Protection legislation which consists of the following Acts:

- The Ombudsman Act 1974 (Part 3A)
- Children and Young Persons (Care and Protection) Act 1998

- Commission for Children and Young People Act 1998
- Child Protection (Offenders Registration) Act 2000

In the case of the Children and Young Persons (Care and Protection) Act 1998, the legitimate authority is the Rector of the College, representing the Provincial of the Society of Jesus in Australia. In the case of the Ombudsman Act 1974 (Part 3A), the “Head of Agency” is the Provincial with the Rector as his representative in any child protection issues which may arise in the College. In the case of the Commission for Children and Young People Act 1998, the Rector has nominated the Catholic Commission for Employment Relations (NSW) as the Screening Agency for the College.

The College has both a prevention and a response focus. Prevention strategies include:

- screening of all persons who are in the employment of the College. This includes teaching, administrative staff, and those engaged to tutor and coach boys in any extra-curricular programme;
- completion of prohibited employment declarations for those involved in any voluntary capacity within the College;
- incorporating key elements of child protection behaviours for students within the school curriculum;
- appropriate professional development of staff in child protection matters, particularly those behaviours which are and which are not reportable.

Response strategies include informing the College staff of the process to be followed should any allegation be made, with special reference to *The Association of Independent Schools NSW and the NSW/ACT Independent Education Union – Recommended Protocols for Internal Investigation and Disciplinary Proceedings*.

The full text of the College’s Child Protection Guidelines is available to members of the College community through:

- Online Staff Manual;
- Intranet; and
- On request.

8.9 Policy for Complaints and Resolving Grievances

Complaints are regarded as “formal” when they are received in writing or verbally at an appointment made for the purpose with a member of staff. Anonymous complaints are not responded to unless they concern matters related to the Child Protection legislation or as considered necessary by the College. The nature of the complaint and the action taken are recorded by the staff member receiving them, unless the complaint is of such a nature that it needs to be referred to someone more senior. The complaint, action taken and communication of the outcome to the complainant are filed, both in the student’s personal “hard copy” file or as an electronic note in Synergy, and in a register kept for the purpose.

If a complainant is not satisfied with the outcome, they may refer the matter to a more senior relevant member of staff and ultimately to the Principal and Rector, according to their area of responsibility. Formal complaints referred to the Principal or Rector are reported to the College Council, together with details of the response made.

Complaints about the Principal or Rector may be addressed to the Chair of Council. If satisfaction is still found wanting, the complaint may be referred to Fr Provincial’s Delegate for Education.

The full text of the College’s Complaints Guidelines is available to members of the College community through:

- Pamphlets in the Junior School and Senior School Receptions;
- Online Staff Manual;
- Intranet; and
- On request.

9. PARENT, STUDENT AND TEACHER SATISFACTION

Parent Satisfaction

The parent satisfaction with the College is observed in a number of ways. Before the point of enrolment, parents who visit the College (especially following Open Day) offer a great deal of positive feedback. The number of enrolment applicants for places in the intake years, and the waitlists in other years, are all indicative of satisfaction. When prospective parents are interviewed and asked why they are seeking a place for their son, it is very common to hear from them that they hear such positive reports from existing parents.

Current parent positive satisfaction is always noted at the Rector's and Principal's Dinners for new parents, evenings to induct the new parents into the religious tradition and ethos of the school, at social and other functions organised by a very active Parents and Friends Association, and at Parent-Teacher evenings and other gatherings to discuss the boys' progress and development at each Year level.

Staff Satisfaction

Visiting teachers regularly comment on the morale and enthusiasm of our Teaching staff. At the end of each year, staff turnover is very small by comparison to other schools. At the end of 2008, only three permanent Teaching members of staff left the College. Exit interviews are held with departing staff members. These are invariably positive.

Student Satisfaction

By and large, the boys themselves indicate they are keen to return to the College at the end of holidays. There is a "sense of belonging" here. One indicator of student satisfaction is to be observed in the large number of students in co-curricular activities before and after school and on weekends. The holiday periods are replete with voluntary sports training camps, cadet camps and bivouacs, interstate and overseas sporting, language and music tours, retreats and immersion programmes.

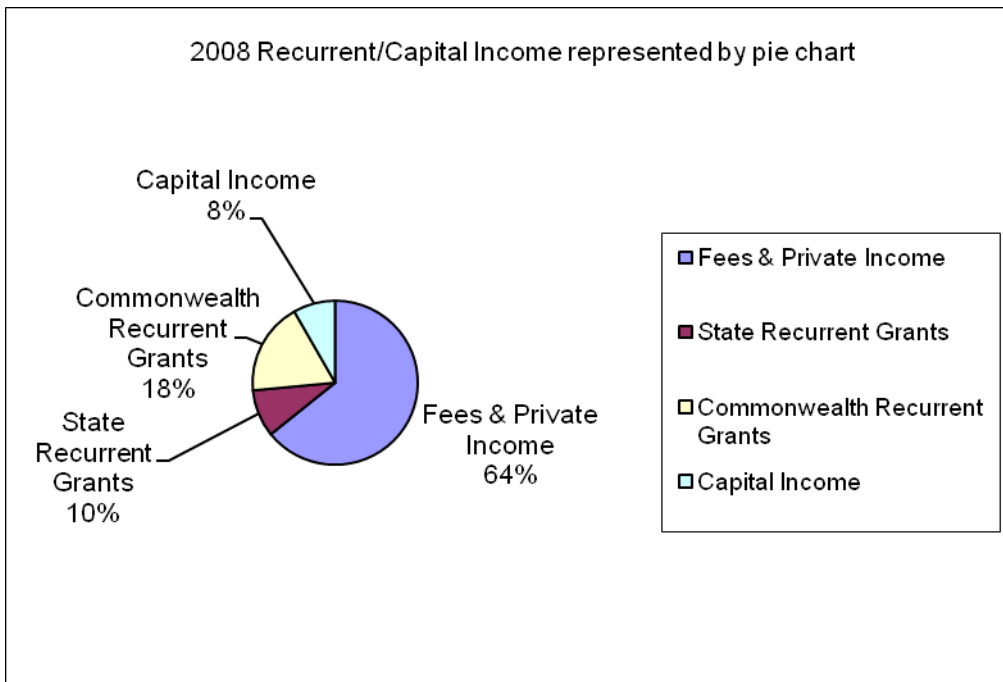
Data elsewhere in this Report indicates a very high retention rate for students. When the reason for a particular boy's departure from the College is noted, it is most likely reluctantly because of family moves due to work.

A number of our academic departments have student feedback built into their review process. Students are also surveyed regularly on issues such as bullying.

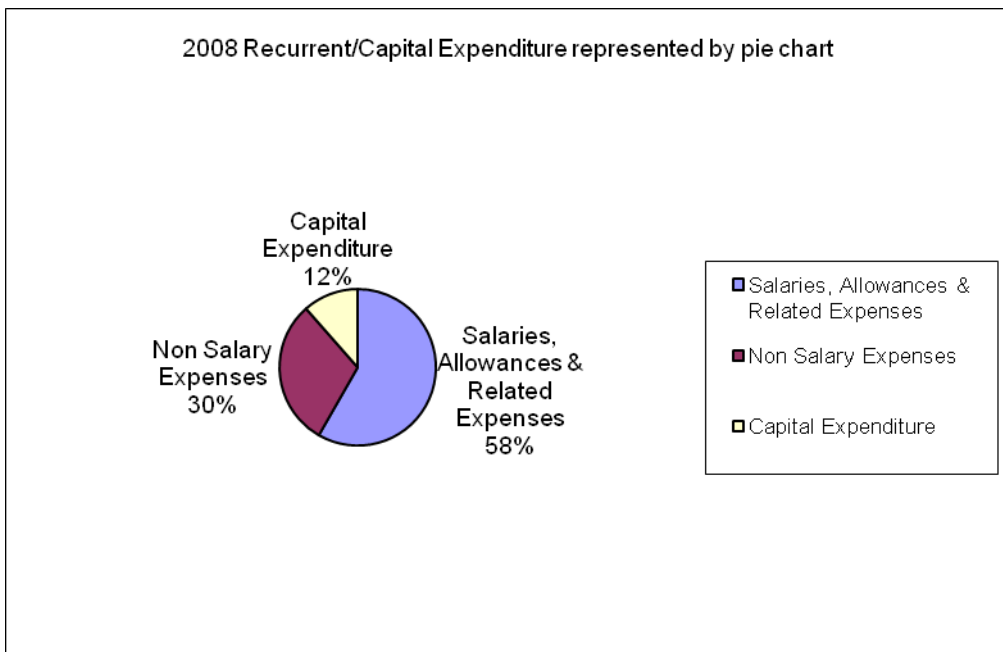
10. FINANCIAL STATEMENT

The following pie charts are a graphical representation and summary of St Aloysius' College's financial information for the year ended 31 December 2008.

10.1 2008 Recurrent/Capital Income



10.2 2008 Recurrent/Capital Expenditure



11. WEBSITE LINKS

The College website may be found at www.staloyisus.nsw.edu.au. A copy of this Annual School Report is available on the College website.