# ANNUAL SCHOOL COMMUNITY REPORT

## ST ALOYSIUS CATHOLIC COLLEGE

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Name</strong></td>
<td>St Aloysius Catholic College</td>
</tr>
<tr>
<td><strong>School Type</strong></td>
<td>Catholic Co-Educational Kindergarten to Grade 10</td>
</tr>
<tr>
<td><strong>Suburb</strong></td>
<td>Kingston Beach and Huntingfield, Kingston, Tasmania</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Kingston Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>123 Roslyn Avenue</td>
</tr>
<tr>
<td></td>
<td>Kingston Beach 7050</td>
</tr>
<tr>
<td></td>
<td>(03) 6229 0200 (Phone)</td>
</tr>
<tr>
<td></td>
<td>(03) 6229 3245 (Fax)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>Huntingfield Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12 Nautilus Grove</td>
</tr>
<tr>
<td></td>
<td>Huntingfield 7055</td>
</tr>
<tr>
<td></td>
<td>(03) 6229 0100 (Phone)</td>
</tr>
<tr>
<td></td>
<td>(03) 6229 8800 (Fax)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:sacc@catholic.tas.edu.au">sacc@catholic.tas.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Website</td>
<td><a href="http://www.stalloysius.tas.edu.au">www.stalloysius.tas.edu.au</a></td>
</tr>
</tbody>
</table>

| Principal | Mrs Elaine Askey-Doran |

## SCHOOL PROFILE

St Aloysius Catholic College is a co-educational Catholic school, situated in Kingborough in southern Tasmania. In 2014, the College catered for Kindergarten to Grade 10 classes. Except for Grade 5, which has two streams of classes, all other year levels had three streams of classes.

St Aloysius Catholic College is situated on two campuses. At the Kingston Campus there are Kindergarten to Grade 4 classes, while at the Huntingfield Campus we have a Middle School of Grades 5 to 8 and a Senior School of Grades 9 and 10.

Our College motto is “Strive Believe Achieve”, which is embedded in our mission of providing a Christ-minded community, a role model of Christian behaviour, attitudes and values and a high quality, balanced education. Our mission and vision statements aim to encourage self-confidence, critical thinking, self-discipline, responsibility and a healthy mind and body.
We aim to foster a school spirit, which reflects loyalty, respect, love forgiveness and reconciliation. As a learning community, we promote lifelong learning for our staff and students. We provide a student-centred curriculum, based on the mandated Religious Education Curriculum 'Good News for Living' and the Australian Curriculum. These aim to equip our students with the knowledge and skills to live and work in the 21st century.

The College offers an enrichment program to challenge and stimulate students who have been identified and gifted and talented; several learning support programs; an inclusion program for high needs students; and many sporting and performing arts programs. At both campuses, a particular focus is placed upon literacy and numeracy through programs, especially from Preparatory to Grade 8, to scaffold learning and to promote collaborative teaching and learning.

### SCHOOL FACTS

<table>
<thead>
<tr>
<th>School Sector</th>
<th>Non-Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>Combined primary and secondary co-educational</td>
</tr>
<tr>
<td></td>
<td>Catholic college</td>
</tr>
<tr>
<td>Year Range</td>
<td>Kindergarten to Grade 10</td>
</tr>
</tbody>
</table>

#### 2014 Total Enrolments

<table>
<thead>
<tr>
<th></th>
<th>870</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>392</td>
</tr>
<tr>
<td>Boys</td>
<td>478</td>
</tr>
<tr>
<td>Full-Time Equivalent Enrolments</td>
<td>841.60</td>
</tr>
<tr>
<td>Indigenous Students</td>
<td>52 (6.0%)</td>
</tr>
</tbody>
</table>

| Location               | Metropolitan |

#### Student Attendance Rate

| Kindergarten           | 94.7% |
| Preparatory            | 92.7% |
| Grade 1                | 94.7% |
| Grade 2                | 95.3% |
| Grade 3                | 95%   |
| Grade 4                | 93.7% |
| Grade 5                | 94%   |
| Grade 6                | 92.3% |
| Grade 7                | 93.7% |
| Grade 8                | 91.7% |
| Grade 9                | 91.7% |
| Grade 10               | 92%   |
| Total                  | 94%   |

#### Teaching Staff

| Teaching Staff         | 60   |
| Full-Time Equivalent   | 48.4 |
| Teaching Staff         | 71.3%|

#### Non-Teaching Staff

| Non-Teaching Staff     | 35   |
| Full-Time Equivalent   | 19.48|
| Non-Teaching Staff     | 28.7%|
CATHOLIC CULTURE AND IDENTITY

Our Catholic culture and identity are central to all we do at St Aloysius Catholic College. They are based on the Gospel values of love, service and forgiveness as central to all we do. Our College motto is Strive, Believe, Achieve. We believe that our ultimate aim is to educate the whole person, so we offer a variety of learning experiences both in and out of the classroom to ensure that students, staff and families all have the opportunity to develop their spirituality and are supported on their faith journey. This is achieved through the deepened understanding and inspiration of the charism of The Sisters of Charity, our founders and St Aloysius Gonzaga, Patron Saint of Youth. In 2014, the Sisters of Charity celebrated 175 years since they arrived in Australia. This event was marked with a special assembly at the Kingston Campus attended by many of the Sisters, including the first Principal of St. Aloysius. Each Sister was presented with a special gift and card made by our Prep and Grade 2 students. As a College, we work hard to ensure that the Catholic ethos, and the values and spirit of our founders are embedded in every aspect of the daily life of our school.

During 2014, we continued to strengthen and broaden the strong links between our College and the Kingston-Channel Parish. A group of parish volunteers generously gave up their time to assist with literacy and numeracy programs in classrooms, as well as helping out in our library and driving the bus for excursions. We also continued to pray and worship together with Masses and liturgies on both campuses, including our three College/Parish Masses held on Sundays in the Parish, where our staff were commissioned, students participated and parish volunteers were acknowledged and thanked.

CELEBRATE BEING CATHOLIC

St Aloysius Catholic College is very proud of the way its Catholic identity is lived out in a very real and relevant way through liturgy and outreach.

Being a part of a one school - one parish set up, our students and staff are very fortunate to be able to participate in the Eucharist on a regular basis on both Campuses - every second week on Wednesdays at the Kingston Campus, and every week on Thursdays at the Huntingfield Campus. Classes are rostered on to prepare these Masses and students enjoy being involved.

During Lent and Advent, students and staff also have the opportunity to receive the Sacrament of Reconciliation at special services on both campuses.

In 2014, the staff and students gathered together for two whole College Masses - the Commencement Mass in March where our student leaders are commissioned, and the Feast of St. Aloysius in June, where we honoured our patron saint. They also gathered for a special Thanksgiving Mass in December, which included the graduation of our Grade 10 students.

A number of prayer services were held on both campuses to mark important events in the liturgical and civil calendar including: Ash Wednesday, Holy Week, Anzac Day, NAIDOC week and Remembrance Day.

Prayer is an integral part of all aspects of the College. Each class begins every day with a prayer, all staff meetings commence with a prayer and staff pray together on a weekly basis on both campuses. Christian Meditation continues to be a much loved form of prayer for the children, especially those on the Kingston Campus. A new form of prayer was introduced to the Huntingfield Campus in 2014 - PA Prayer. Every Tuesday, Wednesday and Thursday morning,
one class is rostered on to lead this prayer which is said over the PA during morning homeroom. All the students sit quietly and wait for the prayer and participate respectfully.

The formation of staff is an important focus at St. Aloysius Catholic College. In 2014, all staff attended a staff reflection day entitled “Called to Flourish - Impelled to Serve”. The day included a series of workshops on the Charism of the Sisters of Charity, labyrinths, and a practical session on how to “flourish”, as well as times for prayer and reflection. Staff enjoyed the opportunity to stop, reflect and think about ways they are called to serve others. Staff were also offered the opportunity to be involved in some twilight sessions on topics such as MJR, Sam Clear and Christian Unity, and Refugees.

RELIGIOUS EDUCATION CURRICULUM

In 2014, teachers were fully involved in using the document, Good News For Living Curriculum Framework K-10 (refresh). Teachers were given a number of planning sessions to work collaboratively with the ‘refresh’. Teachers discussed the refresh in depth, from theological underpinnings to enduring and essential questions. Teachers further developed their planning approach using a backward design model in line with planning using the Australian Curriculum.

In addition teachers have access to a range of resource books K-10 titled, To Know Worship and Love. This resource has a wealth of information, the finer doctrinal points made simple and easy for teachers to use in the classroom. Teachers using a variety of resources explored fully the range of the scope and sequence K-10 developed the previous year. A key feature of the scope and sequence was the incorporation of the eight elements of the Good News For Living with the salient points of To Know Worship and Love.

All staff had the opportunity for professional learning throughout the year with accredited workshops being conducted after school. Many staff eagerly signed up to engage in these workshops in their own time. The facilitators were experts in their own fields, drawn form TCEO, Parish and our own College.

RELIGIOUS EDUCATION: AN EDUCATION IN AND OUT OF THE CLASSROOM

Faith formation of young people is very important to us at St. Aloysius and often the normal RE curriculum cannot adequately address this on its own. In 2014, students had the opportunity to be involved in a variety of extra-curricular experiences to support their faith formation.

* The Making Jesus Real (MJR) program with Peter Mitchell from the TCEO, continues to be an integral part of the Grade 6 experience. In this program, students are invited to “Live Jesus in their hearts” and find “God moments” in their everyday life, and students gain much, both personally and as a class, from the activities and values of this excellent program.

* The CSYMA - Catholic Schools Youth Ministry Australia Course was offered to students on an “opt in” basis in Grades 9 and 10 during 2014. The Grade 10s attended for one RE lesson a week and these students learnt about the fundamentals of youth ministry and used this knowledge to prepare and lead the Ash Wednesday and Holy Week liturgies and their major assessment task was to plan and facilitate a Confirmation session for the Grade Four students. The Grade 9s had one term of CSYMA also prepared and led a session for the Grade Three students on the Sacrament of Reconciliation.
* Students on both campuses who were new to the College from non-Catholic schools were given the opportunity to attend a Church Orientation session to explain key elements of the Catholic faith, including the sign of the cross, the parts of the Church and the parts of the Mass. In this way, new students are made to feel welcome and comfortable in the Church and the Catholic school community.

Outreach is a practical way students and staff can live out their faith in a meaningful way. The Vinnies/Mini-Vinnies group at our Huntingfield campus is for interested students who want to make a difference in the world by helping others. The group meets weekly to plan and run a variety of activities for students and staff of the College, including the following: pancake day, bake-offs - cakes etc baked in cooking room then sold to raise money or to give to the local soup van for the homeless, social justice day - to raise awareness of justice issues and encourage students to take action, purple nail day - to raise money for Caritas, food drives etc. Students are trained and empowered to run the meetings, organise notices and posters promoting activities, set up and pack up activities etc.

In 2014, the main activity prepared by the Vinnies group was our Social Justice Day. It involved preparing an assembly, guest speakers, workshops, activities, challenges for classes around this year’s topic: “Be the Change You Want To See In the World”. There was an EXPO with key organisations such as Vinnies and Caritas present, as well as a variety of workshops on topics such as “Change your Heart”, “Change Your Voice” and “Change Your World”. For the first time, the Kingston Campus were also involved in this day, with classes setting up their own stalls for a “Be the Change” EXPO. Students and staff on both campuses gained much from this day.

* Staff and parents were also given the opportunity in 2014 to help those less fortunate. A number of staff continue to volunteer on the local soup van which feeds the homeless in Hobart. Families at our primary campus are invited to bake treats to give out on the Van.

* Some of our Grade four students, our “Busy Bees” have the opportunity to assist in the Kinder and Prep playground each lunchtime by making sure all the students play nicely together. If a problem arises, the leaders work with the younger students to solve the problem using restorative questions. These leaders attend a training session at the beginning of the year so they are equipped with the skills needed, and they are supported throughout the year through meetings to discuss any issues they encounter.

PASTORAL SUPPORT

The College Counsellor and Pastoral Associate are always available to listen and support any staff, students or parents who are in need. New staff and students to the College are also looked after and supported through orientation and induction programs that are tailored to the needs of each group.

STUDENT LEARNING AND ACHIEVEMENT

Based on previous NAPLAN results, our 2014 NAPLAN data, and other College data, significant time was spent in the latter stages of 2013 investigating a whole College approach to literacy including intervention and support structures. A College literacy plan was developed and implemented at the beginning of 2014, providing clear and explicit expectations about literacy at St Aloysius. This included implementing The Daily Five throughout Prep – Grade 6, teaching the Letters and Sounds phases from Prep – Grade 2; and using Sound Waves as a spelling
resource for all students in Grades 3 - 8 as well as those students who had completed Phase 6 Letters and Sounds.

The timetable was changed from Prep to Grade 8 to ensure a dedicated literacy and numeracy block could take place. Grade 7 and 8 classes have dedicated literacy time as part of their English program, where they focus on reading, writing and spelling (Daily 3). Grade 9 and 10 focused on literacy as a cross curricular priority and began working towards implementing an explicit literacy program as part of the English program.

The Daily Five program consists of the 5 following components: Read to self (independent reading), listen to reading (reading to students), read to others (independent reading), word work (spelling and vocabulary) and writing (independent writing).

During Letters and Sounds, students work in small phase based groups developing their phonological knowledge and awareness using a range of games, activities and explicit teaching.

Throughout the year, professional learning focused on all aspects of these programs as well as understanding and conducting PM Benchmarking, guided reading and teaching reading comprehension strategies.

Literacy intervention support structures were implemented specifically targeting students in Grade 3 and Grade 4 to raise their PM Benchmark reading levels.

To further professional learning and professional collaboration, a ‘Literacy Exchange’ was organised during Terms 3 and 4, so that teachers had the opportunity to share their expertise and learn from each other by sharing their literacy practices and allowing colleagues to provide feedback on their classroom literacy practices.

The College Leadership Team aligned the AITSL Teaching Standards to the St Aloysius Annual Strategic Plan. From this, staff identified an area of their practice they wanted to develop further. A series of meetings were held throughout the year where teachers reflected on their practice against the standard and shared their strategies for improvement.

Staff engaged in professional learning on ongoing formative assessment and data collection, particularly on monitoring student progress during lessons and effective questioning techniques. A further focus for the Huntingfield Campus, was using learning intentions and success criteria during lessons.

Staff consolidated their Understanding by Design practice, working collaboratively in teams to ensure all subject areas were using Backwards Design processes in their course development. A major focus of the planning process was the use of common assessment tasks, which were supported by formalised intra and inter school moderation.

### NAPLAN results for 2014 based on mean scores:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>National Average</td>
<td>St Aloysius</td>
<td>National Average</td>
<td>St Aloysius</td>
<td>National Average</td>
</tr>
<tr>
<td>Grade 3</td>
<td>419</td>
<td>427</td>
<td>402</td>
<td>410</td>
<td>412</td>
</tr>
<tr>
<td>Grade 5</td>
<td>501</td>
<td>483</td>
<td>468</td>
<td>442</td>
<td>498</td>
</tr>
<tr>
<td>Grade 7</td>
<td>546</td>
<td>555</td>
<td>512</td>
<td>518</td>
<td>546</td>
</tr>
<tr>
<td>Grade 9</td>
<td>580</td>
<td>591</td>
<td>550</td>
<td>589</td>
<td>582</td>
</tr>
</tbody>
</table>
Performance Indicators in Primary School (PIPS) 2014
Results for Maths and Reading
(red indicates school average, blue indicates state cohort average)

LEARNING ENVIRONMENT

St Aloysius Catholic College aims to provide a caring and supportive teaching and learning environment for staff, students and families, an environment which is based on the Gospel values of love, respect, forgiveness and reconciliation. These values are strongly connected to our School Wide Positive Behaviour Support (SWPBS) Program and restorative practices. SWPBS and restorative practices are the basis for the facilitation of building healthy relationships. We utilize SWPBS to manage conflict and tensions in relationships by repairing harm and strengthening relationships to foster a positive College community.

During 2014, 870 students were enrolled at the College. There were 35 class groups consisting of:

- 3 x Kindergarten classes
- 3 x Preparatory classes
- 3 x Grade 1 classes
- 3 x Grade 2 classes
- 3 x Grade 3 classes
- 3 x Grade 4 classes
- 2 x Grade 5 classes
- 3 x Grade 6 classes
- 3 x Grade 7 classes
3 x Grade 8 classes
3 x Grade 9 classes
3 x Grade 10 classes

A multi-strategy approach is employed at the College to cater for the individual needs of students. Programs are in place for students with special learning needs in literacy and numeracy. We have structured inclusion programs for students with social and emotional learning and physical needs. These programs support children who present with a range of disabilities, including Down Syndrome, Rett Syndrome and Autism.

There is an enrichment program, which targets gifted children. A speech program supports students who present with specific speech and language problems. In 2014, we also supported two students with a targeted EAL program to assist them with their English.

Target groups are based upon data from a variety of assessments, including PIPS, NAPLAN, PAT testing and PM benchmarking. Specifically trained teachers and teacher assistants facilitate the learning support for students who have been identified for inclusion in targeted programs.

The Arts and sporting programs play major roles in the learning environment at the College. Students participate in music and drama across all year levels. In 2014, French was taught from Grades 5 to 10.

A variety of sporting programs is available at the College. Regular scheduled health and physical education lessons are taught from Kindergarten to Grade 10. We also provide the Duke of Edinburgh outdoor education program for students in Grades 9 and 10. There are opportunities for students to participate in many different sports offered after school hours and at weekends.

Outdoor camps are scheduled for Grades 4 – 10 students. The camps offered organised outdoor education experiences in bush, water and beach environments. We also have the Duke of Edinburgh Program for Grade 9 & 10 students. ‘The Duke’ has an extremely high level of interest and participation.

Attached is the St Aloysius Catholic College Policy on Attendance. This policy provides information on how the College manages attendance and non-attendance.

CURRICULUM AND PEDAGOGY

Kingston Campus

The Kingston Campus is an institution of strong tradition and standing in the Kingborough region. Fifty-three years old, it is the rock on which the contemporary K-10 College has been constructed.

2014 was an extremely busy year for students and staff at the Kingston Campus. Students were exposed to a wide variety of learning opportunities in the social, academic, spiritual and physical domains.

Academically, the College invested a large amount of time in developing a Campus wide literacy block. This involved significant professional development and resourcing. The Campus also commenced with an intervention system as an addition to the strong support for our special needs students.
Socially and emotionally, the third year as a Positive Behaviour Support school saw many improvements in our Beta-Bee system and an overall improvement in positive behaviour at the school. In the latter half of the day, a lot of planning was undertaken to implement a Pastoral team for 2015.

Students were active in a full breadth of activities, including ANZAC Day, Footy Colours Day and Remembrance Day. Students have also been involved in numerous sporting, music, chess and academic competitions.

The strengthening bond between our two campuses grew significantly in 2014. This is something that the whole staff worked hard on and this has had a powerful effect and will have many benefits for students at our Kingston Campus in years to come.

The Kingston Campus provides gradual age appropriate change in curriculum from Kindergarten to Grade Four and staff work hard for a seamless transition for students to the Huntingfield Campus.

The Kingston Campus commenced considerable capital works in 2014. This included a new court, junior playground, toilet block, administration area and classrooms Grades One to Four. The overwhelming feedback from the community is that the development is positive and exciting for the future of the College.

Student Leadership

The Grade Four leaders of the Kingston Campus have a variety of leadership positions from which to choose. All students choose at least one position. Our leadership opportunities include Student Representative Council, Environment Leader, Busy Bee Leader, ICT Leader, Sports Leader and a Faith & Mission Leader.

Student Representative Council:
- Meet with the Director fortnightly to discuss student issues at the Kingston Campus
- Represent the Kingston Campus at official functions
- Organise events - such as Busy Bee week
- Prepare submissions to the Parents & Friends Association for funding
- Work with student leaders at the Huntingfield Campus
- Prepare videos about issues at the Campus for assembly
- Contribute to the newsletter

Faith & Mission Leaders:
- Work with Mini-Vinnies and Faith & Mission leaders in cross-campus projects
  Training in organising the Church for Mass
- Contribute to the newsletter
- Helping organise liturgies and prayers at the Kingston Campus

Environment Leaders:
- Helping keep the Kingston Campus tidy and clean...
- Help design new areas of playground for students, as part of the Kingston Development Project
  Work with the utility officer on some special environment projects
- Contribute to the newsletter
Busy Bee Leaders:
  • Giving up a lunchtime to work in the Prep and Kinder playground. This involves being
    proactive and solving any problems younger students encounter.
  • Special projects
  • Organising themselves in relation to resources, timetables and duties
  • Contribute to the newsletter

ICT Leaders:
  • Helping organise iPads at the Campus at the start of the year.
  • Being trained in the use of specific ICT at the Campus.
  • Setting up, organising and running the computer for each assembly.
  • Contribute to the newsletter

Sports Leaders:
  • Helping at athletics, swimming and cross country carnivals
  • Being on duty once a week during Terms Two and Three in the Ultimate Games Zone
  • Displaying good sportsmanship to peers and the wider Kingston Campus community.
  • Help with the running of the Move Well, Eat Well program at the campus
  • Contribute to the newsletter
  • Help set up and pack up sports equipment and kinder equipment at the campus
  • This role is not about being the best sportsperson, rather it is about contributing
    positively to the school in this area.

HUNTINGFIELD CAMPUS

The College Leadership Team instituted in 2013 a regular process of feedback from staff and
families to assist in focusing our attention on areas of the College to work on. This summary of
2014 is a summary of the steps made to action these ideas:

Some of the key strengths and areas of development for both Campuses:

  • A Supportive and Dedicated Staff: Families and student value the work of our teachers
    and look to ways to share good practice and learn from each other. We continued to
    build on this by providing staff with the opportunities to meet together professionally and
    socially. More emphasis was placed on these meetings being Whole College meetings
    rather than Campus ones. We are using the ATSIL Teaching and Learning Framework
    as a basis for stuff to observe their peers and coach them on the success of them
    implementing their Learning Intentions and Success Criteria.

  • Teaching & Learning is a strength at our College, with many parents appreciating the
    quality teaching staff but this areas is seen as a focus of continual development for the
    future, especially by staff in the light of the changes brought about by ACARA.

  • The clear and supportive leadership was identified by staff and parents as particularly
    encouraging for the future direction of the College. This year has seen us be explicit
    about what sort of learning community we wish to develop and foster means of
    communicating that encourage people's opinions.

  • The Catholic Spirituality and Links to the Parish were highly valued by parents and staff.
    Parish and College Masses and asking for parishioners to help around the College were
ways to strengthen this. Last year the Parish/College Fair was held at the Huntingfield Campus due to building works at the Kingston Campus. This was a resounding success.

- School spirit, particularly the One College, Two Campus focus was seen as a great strength. Parents praised the peer support model commending programs that saw the older students working with the younger ones. The fact that the early transition of the Grade 4s to the Huntingfield Campus, due to the building works at the Kingston Campus, was such a smooth process is testament to the strength of our One College. Students have a valued voice in the formation of this College and we will continue to value their ideas and perspectives.

- The development of the roles of the Student Leaders and the priority to have students involved in their learning was seen as essential to developing a positive school culture that empowered students to take pride in the school.

- Positive Behaviour Support, the x4Bs and the BE-attitudes were seen by staff and parents as a great innovation at the College. We will continue to work from 2014 onwards to consolidate the gains made. At Huntingfield, a House Rewards system was mapped out in 2014 for implementation in 2015.

Some of the key areas of College to continue to develop and strive for excellence were:

- A focus on teaching and learning was highlighted by parents and staff. Comments around aligning the structures of the College with common planning, intervention and teaching by staff was mentioned by many. We have as a Leadership Team devoted much time to collaborative planning times and team teaching was highlighted by staff as a need going ahead. We continue to have this as a focus in 2015.

- Developing common themes between the campuses to bolster the One College, Two Campuses theme. The Kinder to Grade 8 Literacy Project has been a welcome way of extending this mantra beyond the cultural and into the teaching and learning domain so as to provide consistency in our delivery of curriculum and the opportunity for all staff to learn together.

- Building student participation around the activities of the College was highlighted as a focus. Our student participation is growing and this is a result of the voice they have at the College.

- Communicating the behaviour support protocols of the College to families was named as a significant priority. This will be a focus for 2015.

LEADERSHIP

Staff Leadership
In 2014, the St Aloysius Catholic College Leadership Team consisted of the Principal, the Director of the Kingston Campus, the Director of the Huntingfield Campus, the Religious Education Coordinator, the Kindergarten to Grade 4 Teaching and Learning Leader, the Grade 5 – 10 Teaching and Learning Leader, the Pastoral Associate, the Business Manager and the Principal’s Professional Assistant.
The College Leadership Team (CLT) met regularly to discuss and decide upon issues related to Religious Education, Pastoral Care and Outreach, Curriculum, Workplace Health and Safety, and Professional, Administration and organisational matters. Religious Education curriculum direction for the College is initiated at CLT level, as is School Wide Positive Behaviour Support (SWPBS) policy and procedures.

Definition of roles for and the supervision of staff also take priority within the College Leadership Team.

The two Directors of Campus also have their own Campus Leadership team, with whom they meet regularly to discern Religious Education, curriculum, SWPBS and general campus matters.

There is a Huntingfield Campus Pastoral Team, consisting of the Campus Director, the College Counsellor, the three Learning Centre Pastoral Leaders, the Pastoral Associate the Special Learning Needs Coordinator and the Professional Assistant to the Principal. The Pastoral Team met fortnightly to discern and discuss students and their families who may require pastoral or educational assistance. The Pastoral Team identifies approaches to take with individual students and their families to assist them.

STAFF PROFILE

In 2014, the Staff at St Aloysius Catholic College consisted of 60 teaching staff and 35 support staff. All teaching staff hold Bachelor of Education or Bachelor of Teaching degrees, with a number of teachers holding Masters degrees in Educational Leadership, Religious Education or Special Education. One teacher has a Doctorate. Other teachers hold Graduate Certificates in Religious Education, Gifted Education and Mathematics. Support staff hold positions in business management, finance management, office administration, maintenance and teacher assistance in classrooms or with high needs students.

FINANCIAL INFORMATION

The St Aloysius Catholic College Board and the College’s Business Manager provide prudent and effective financial planning and management. This has enabled the College to establish and maintain a sound basis for the provision of excellent facilities and resources. The College Board and the Business Manager adopt responsible financial consideration of all proposed capital projects. There is high level expertise on the College Board, which formulates, with the Principal and the Business Manager, an annual action plan for priority outcomes in regard to College projects.

Significant in the College Board’s planning and management is the capital works program for both campuses. In 2014, planning was undertaken to upgrade the facilities at the Kingston Campus. Capital works commenced in the latter part of 2014. Initial planning was also undertaken to prepare an application for funding to construct a multi-purpose centre at the Huntingfield Campus to accommodate woodwork, metal work and arts subjects. It is anticipated that construction will commence in mid 2015.

The St Aloysius Catholic College Parents & Friends Association is a significant contributor to the financial health of the College. In 2014, the P&F Association provided funding, through their many energetic fundraising events, for literacy and numeracy resources, classroom resources, playground equipment and ICT support.
The Tasmanian Catholic Education Office has provided a copy of the College's 2014 Financial Statement, which is attached to this report.

ABOUT THIS REPORT

In preparing this report, information was gathered from evaluations and assessments conducted during the 2014 school year. Information about the College's practices and student outcomes have also been analysed and with significant input from the College Leadership Team, goals for the College's continuing and future development have been determined.

This report was prepared by:

Mrs Elaine Askey-Doran
June 2014

[Signature]
ST ALOYSIUS CATHOLIC COLLEGE

ATTENDANCE POLICY

RATIONALE

Education in a young person’s life is extremely important in terms of health and well-being, peer relationships and future career options. The Education Act in Tasmania requires that children of school age are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, correspondence education, or have been granted an exemption by the Education Department. It is a legal requirement in Tasmania for every child between the ages of five (5) and seventeen (17) to attend school on a full time basis unless other wise exempted. Schools are required to maintain an accurate record of student attendance.

St Aloysius Catholic College supports the legislation and believes that students need to attend school every day in order to fulfil their potential and achieve excellence.

The Principal and staff have a duty of care towards students attending the College at any given time. The Principal, as part of his/her day-to-day management of the College, has a responsibility to follow up unexplained absences of students enrolled at the College. The Principal, Campus Directors and class teachers will monitor continued and unexplained absences of students.

Education is a sequential process. Absences often mean students miss important stages in their learning, causing them to find ‘catching up’ difficult. Absenteeism contributes significantly to student failure at school.

The St Aloysius Catholic College Attendance Policy aims to ensure students and parents/guardians have a clear understanding of the importance of regular attendance. It is important that students, staff and parents/guardians have a shared understanding of the Importance of attending school.

At St Aloysius Catholic College, we:
- Believe all students should be enrolled at school and attend school all day, every school day.
- Believe attendance at school is the responsibility of everyone in the community.
- Believe non-attendance or truancy can place students in unsafe situations and impact on their future employability and life choices.
- Monitor, communicate and implement strategies to improve regular school attendance.

PURPOSE

To maximise student learning opportunities and performance by ensuring that students are required to attend school and do so regularly, and without unnecessary or frivolous absences.

RESPONSIBILITIES

School Responsibilities
- A safe and supportive learning environment.
- Clear communication of expected dates of attendance.
- Notify parent/guardian of student absence.
- Develop support structures to enable students to re-engage with their schooling, as applicable.

*Student Responsibilities*
- Punctual, regular school attendance.
- Commitment to learning.

*Parent Responsibilities*
- Ensure the child attends school and that it is seen as a priority.
- Notify school promptly of student absence.
- Ensure a safe and reliable mode of transport to and from school.

**IMPLEMENTATION**

1. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.
2. While illness is reasonable grounds for an absence, shopping excursions or birthday parties are not.
3. Parents have a responsibility to ensure that their children attend school regularly and are only absent if ill or if absolutely necessary.
4. Parents have a further responsibility to provide either a written note or telephone call informing the College about the absence.
5. The Principal has a responsibility to ensure that attendance records are maintained and monitored at school.
6. All student absences are recorded daily by teachers and are aggregated on our database.
7. Daily telephone calls are placed by the College Office Staff to ascertain the status of absent students.
8. The Principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. The Principal will contact parents of students with high levels of unexplained or unapproved absences, using the protocols issued by the Tasmanian Catholic Education Office. (See below.)
9. Student attendance and absence data will appear on student end of year reports.

**PROCEDURES AND RESPONSE TO STUDENT ABSENCES**

1. Parents/guardians are requested to telephone the College Office prior to 9.00 am to inform of their child/children's absence and the reason for the absence. Alternatively, parents may inform the class teacher/s of the absence. If the absence extends beyond one day, parents/guardians are asked to telephone the College Office each day the child is absent.
2. Office staff will contact parents/guardians by 9.30am each day to ascertain the whereabouts of any child who has not been advised as absent by parents/guardians.
3. Parents/guardians are requested to inform the Principal in advance and in writing of any anticipated extended absences from school, e.g. for health, family or holiday reasons.
4. A request is made for a Medical Certificate if the student is absent for 2 or more consecutive days or within one teaching week.

**TRUANCY**

Truancy occurs when a student chooses not to attend school without parental consent. At St Aloysius Catholic College, reports of truancy are taken seriously. Parents/guardians should report any suspected truancy by contacting the College by phone.
PROLONGED STUDENT ABSENCES

Prolonged student absences are generally a matter of:
  o Illness/health
  o Attendance at intra-state and inter-state competitions
  o Family holidays during school terms

Students are not encouraged to be absent without good reason. Long absences and or inconsistent attendance may result in the student failing to meet specific curriculum requirements and consequently affect their overall academic progress and development.

In times of prolonged absences and upon request from the parent/guardian, teachers will provide academic support, appropriate to the student’s needs at the time. Older students have a responsibility to request and complete any missed work ad/or assessments once they have returned to school. Parents/guardians can request work from teachers to be completed at home by contacting the classroom teacher in K-6 years and the homeroom teacher in Grades 7 – 10.

Attendance at Intra-State or Inter-State Competitions

In the event of a student seeking permission to be absent for a prolonged period of time for such competitions, it is the parent/guardian’s obligation to obtain permission by applying in writing to the Principal ahead of time so appropriate staff may be informed.

Please note that students may be advised not to take leave during particular times of the year, depending upon the specific request, for example, during Grade 10 exams.

For older students, it will be their obligation to:
  o Obtain work from teachers of all subjects so that study patterns are not interrupted.
  o Make sure all written work necessary to meet the requirements of the curriculum is submitted for assessment upon return to school.

Family Holidays in Term Time

There may be occasions when there is an exceptional travel opportunity or cause for travel for the student and family for certain reasons. It is the parent/guardian’s obligation to inform the Principal in writing regarding the intended holiday, giving details of the dates in which the student will be absent from school.

For older students, it is their responsibility to inform teachers of their absence and to complete any missed work and/or assessments in their own time. Teachers generally do not prepare work for students to complete during such absence.

TASMANIAN CATHOLIC EDUCATION OFFICE (TCEO) PROTOCOLS FOR UNEXPLAINED AND UNAPPROVED ABSENCES

1. If a student is absent for five (5) consecutive days and there has been no notification from the parents/guardians, the Office staff will contact the parents/guardians to establish the reason for the child’s absence. A letter will be sent to the parents/guardians asking them to make contact with the Principal to discuss the matter.
2. If a student is absent for ten (10) days in any one school term or if there is a pattern of absence which is of significant concern, a letter is sent to the parents/guardians outlining attendance concerns and asking them to attend a meeting with the Principal.
3. If a student is absent for fifteen (15) days in any one school term, the College will initiate a case management approach, involving a meeting with the parents/guardians, with an emphasis on a
plan to support the student's return to regular attendance. If there is difficulty in contacting the parents/guardians, sending a letter by registered mail may be necessary.

4. The Principal will inform the TCEO when a student has been absent (unauthorised) from school for fifteen (15) days or more. The TCEO will ensure that an investigation is made and appropriate measures are undertaken, including prosecution where appropriate.

EVALUATION

This policy and associated procedures will be reviewed as part of the College's three-year review cycle.

Implemented: February 2009.
ST ALOYSIUS CATHOLIC COLLEGE
SOURCES OF INCOME 2014
Total Income $10.7 million

- Commonwealth Grants - Recurrent, 64.4%
- State Grants - Recurrent, 12.6%
- Capital Loans & Donations, 2.1%
- Capital Grants, 0.0%
- Capital Levies, 1.0%
- School Income, 19.9%
ST ALOYSIUS CATHOLIC COLLEGE
EXPENDITURE 2014
Total Expenditure $10.6 million

Salaries & Related Costs, 60.8%
Debt Servicing, 16.7%
Administration & Running Costs, 12.7%
Education Specific Costs, 4.1%
Maintenance, 1.2%
Capital Levies, 0.9%
Capital - Buildings, 2.3%
Capital - Equipment, Furniture & Library, 1.1%
Staff Training, 0.2%