

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Aloysius PS

24 Heritage Drive, CHISHOLM 2322

Principal: Anne Higgins

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

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## About this report

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St Aloysius PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

It is with great pleasure that I present the Annual School Report for St Aloysius Catholic Primary School, Chisholm for 2022.

2022 began with schools being open for business after years of COVID-affected education. Teachers and staff were keen to return to school "as they knew it".

St Aloysius Catholic Primary School is a 21st century designed school. Its emphasis is on skills that empower the students to learn and apply their knowledge and skills in an ever-changing world environment. As the school Mission Statement states: At St Aloysius Primary School, we are called to: -Grow as learners -Make a difference through words and actions -Thrive as individuals, and -Build and serve our community. We ask all stakeholders in our school to support the school Vision through the actions taken in striving to follow the requests of our mission statement. It is through the mission statement where the staff and students continue to make their impact at school, in the community and the world.

Students have continued to develop 21st century skills- collaboration, self-regulation, problem-solving real-world problems and technology to name some. Contemporary learning platforms continued to be used in the teaching and learning space. The BYOD program continued to be used for the enhancement of student learning.

Since 2015, St Aloysius Catholic Primary School, has continued its building project with the final stage of building classrooms, outdoor areas and a COLA completed in 2021. Therefore in 2022 finishing touches could be put into place. The entrance of the school was enhanced with the installation of the Four Pillars of Learning erected and on display. The pillars inform all visitors of the St Aloysius school approach to learning. The beginning of the sensory garden, for children who find the busyness of the playground overwhelming, was commenced and will be completed in 2023.

At the conclusion of 2021 the P&F was dissolved, and St Aloysius elected to adopt the PEG (Parent Engagement Group) as a model of parent friend and fund raising for 2022. The PEG model saw a successful Mathematics evening convened by the teaching staff. Parents and teachers interacted and parents came away knowing more about the approach to mathematics in 2022. Fund raising continued through various means and there were plenty of new parents assisting.

The teachers encouraged their students to strive for their own goals and enjoy being in the 'learning pit', knowing that achievement and success is the reward for hard work.

St Aloysius is the largest primary school in the Diocese of Maitland Newcastle. However, we are able to maintain that small school feel through an inclusive and friendly environment.

The staff, students and families continue to express that they are proud community members of St Aloysius Catholic Primary School, Chisholm.

### Parent Body Message

2022 saw the second year of a new Parent Body at St Aloysius. It is known as PEG (Parent Engagement Group). At the commencement of 2021 the P&F was dissolved due to many members moving on and fewer moving in the take up roles. Therefore, the PEG model would undergo a trial period.

The PEG model approach is somewhat different with school principal being responsible for the friend and fund raising as well as providing educational opportunities for parents.

Parents were active in supporting the Easter raffle, Mother's Day and Father's Day stalls. The school also provided a Mother's Day Raffle with parents donating gifts for it. There was a good response from parents to assist with the stalls and raffles.

There were two educational opportunities for parents. The mathematics evening was successful. The parents enjoyed the chance to find out more about the approach to maths in 2022. It provided a great opportunity for engagement and interaction between teachers and parents.

The other educational opportunity was with technology and BYOD. Similarly, the parents who attended found it too a valuable experience.

St Aloysius values the engagement of its parents as a supportive body within the school community.

### Student Body Message

The following are reflections from a collection of Year 6 students on their year at St Aloysius in 2022.

Every year 6 student had to step up to being a leader because we had Kindergarten buddies that needed us at school. We helped them settle into kinder by spending recess and lunch with them in the first few weeks. We did craft with them and played games with them as well.

Gradually we saw less of them as they started to know more about school but there were still times when we got together for reading, liturgies and assembly.

We went on a camp to Canberra for four days. It was fantastic! We all loved going to Parliament House and having our photo taken in front of it. Questacon was also great too. We didn't want to leave.

At the end of the Year 6, we had a Big Day Out as a celebration to the end of primary school education. We went to Port Stephens and went on the Dolphin Watch Cruise. We were lucky enough to see some dolphins diving in and out of the water.

Our rugby league teams did really well at the inter school carnivals. Lots of boys and girls got picked for representation in different sports. One of our boys went to Polding for running in the disabled event and he won the gold medal. Our own swimming, cross country and athletics carnivals were great too.

Year 6 held fund raising events to raise money for the Year 6 gift to the school. The gift for 2022 was a set of Eucharistic Mass vessels for the Masses held at our school.

The student leaders did really well. They represented St Aloysius at different formal occasions. They also ran the school assembly every fortnight.

We think St Aloysius is a great school and we will miss it when we go to high school.

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## School Features

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St Aloysius continues to be the Diocese of Maitland Newcastle's first new Primary School in over thirty years. It opened in 2015 as a purpose built 21st century school. The school is situated in Chisholm, just over 30 kilometres north-west of Newcastle. It is one of Maitland's newest and fastest growing suburbs within one of the biggest growth areas in NSW.

St Aloysius primarily takes enrolments from the estates in and around Chisholm and also the suburbs of Berry Park, Morpeth, Wallalong, Duckenfield, Hinton, Phoenix Park, and parts of Thornton and Raworth. The school is part of the Chisholm Pastoral Region and the All Saints Cluster, with the closer Catholic primary schools being, Our Lady of Lourdes, Tarro and St Joseph's at East Maitland. St Aloysius is in the middle of an education hub with St Nicholas Early Education behind it and St Bede's Catholic College secondary school next door. Mostly, Year 6 students continue their secondary education at St Bede's Catholic College.

St Aloysius school is part of the Immaculate Conception Parish in Morpeth. St Aloysius has a dual charism of Ignatius and Mercy spirituality and values due to it being named in honour of St Aloysius whose charism was Ignation, and named in recognition of a previous Diocesan school, St Aloysius' College Hamilton, a Mercy school, which originally opened in 1915, 100 years earlier than St Aloysius Chisholm, but has since closed. Therefore, our school is enriched by the traditions and teachings of both the Jesuit and the Mercy orders. The cross on our chapel is a focal point for the local community by day and night enhanced by the fact that the school is situated on the higher grounds of Chisholm.

The school was purpose built with contemporary, flexible learning spaces that surround a central playground. It features natural elements of sandstone and rock. The learning classroom spaces are referred to as Campfire, Waterhole and Cave. The students move between them depending upon their tasks and activities. The school's Learning Belief Statements known as the Four Pillars of Learning are taken from UNESCO's Pillars of Education. The Four Pillars of Learning all begin with, Learning to....; they are Learning to Know, Be, Do and Live Together. St Aloysius is a PBL (Positive Behaviour for Learning) school and the Four Pillars of Learning have been translated into PBL Core Values- Caring for Learning, Caring for Self, Caring for the Environment and Caring for Each Other.

The outdoor play space has an assortment of choices. There is a wide grassed area, play equipment, futsal court, basketball/netball court, activity centre, handball courts, sensory garden (just being developed) and other sheltered areas from the elements.

Parents and carers, families and friends are always encouraged to be part of school life by participating in a variety of functions, events, assemblies, Masses and Liturgies and information meetings and workshops.

St Aloysius Catholic Primary School is at the forefront of contemporary learning in the diocese. It is the lighthouse in the diocese for schools moving into contemporary learning.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
282	313	93	595

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 88.07%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
88.72	89.41	87.55	88.14	88.11	87.79	86.74



## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	58
Number of full time teaching staff	22
Number of part time teaching staff	15
Number of non-teaching staff	21

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

St Aloysius maintained its Professional Learning journey with Lyn Sharratt. The school leadership team continued to drive the Assessment Waterfall, particularly the components of Learning Intentions, Success Criteria and Data collection.

The end of 2022 saw the culmination of Lyn Sharratt's work with schools at the School Expo. St Aloysius School's contribution to that was to open the school to other school leadership teams for viewing the "Third Teacher" and looking at the school Data Wall. Classroom teachers were invited to partake in Learning Walks and Talks in other classrooms as a part of their professional learning.

Mathematics became the curriculum focus in 2022. The professional learning plan was strategic in developing teacher capacity and pedagogy. The Assessment Waterfall scaffold was once again used in the mathematics lessons. The school engaged the expertise of Fiona Foley, a renowned mathematician for two twilight meetings. The focusses were pedagogical practices and differentiation. This also included being consistent in adopting quality practices. The professional learning had the teachers doing the practical as well as listening to the theory. Many staff commented on the value of the practical opportunities.

The leadership team engaged in further professional learning of the Six Dimensions of Leadership by Lyn Sharratt. We engaged in Lyn Sharratt's research on Principal as Lead Learner using the lens that we on the leadership team are all lead learners. This created an atmosphere for great professional discussion. Where to from here approach for each of our teams was adopted.

Formation was focus in the Religious Education space.

The Religious Education Coordinator planned a Formation Day for staff with the assistance of the Religious Education and Spirituality team. Formation is an area that is needed and nurtured across the whole staff. It was wonderful day with everyone expressing that their gratitude for the time.

Our Early Careers teachers attended professional development to enhance their classroom practice, management and behaviour modification strategies.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

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

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

Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.” (Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Aloysius strives to be a community of living faith where the heart of all we do is Jesus Christ.

One of the school's pillars of learning is... We are learning to Live Together. The school PBL value that aligns with it is... Care for Others. This epitomizes the work of Jesus' new commandment of loving one another. At each school assembly a child from each class receives an award for being like Jesus through their demonstration of caring for others.

It is evident that St Aloysius is a Catholic school through the display of signs and symbols in and around the school. All classrooms display a crucifix and have prayer tables. So too, they are displayed in the office foyer and staff room. Each of the House groups in the school are named after a significant Catholic person and the school has a painted portrait of each displayed in the main classroom buildings.

We participate and celebrate our mission and Catholic Identity in various ways; daily- in prayer, Religion lessons, service and through respectful communication and actions with

others. The school regularly participates through liturgy and celebration of the Eucharist. Christian values and attitudes underpin our relationships, policies and procedures.

The school has a history enriched by the traditions of both the Mercy Sisters and the Jesuit order. Our patron, St Aloysius, dedicated his short life to the service of others. At St Aloysius we take pride in being a truly authentic Catholic school through the initiatives of helping communities who struggle to provide basic needs and meet an acceptable standard of living. In 2022 the school contributed locally to the St Vincent de Paul winter appeal and internationally through Project Compassion and the Mission appeal.

St Aloysius school provides and participates in many initiatives that involve our families and parishioners in the Catholic life of the school. Prayers, Liturgies and Masses are celebrated together throughout the year. The school commemorated Holy Week with grade-based Liturgies and the school community celebrated Easter with a Hat Parade.

The School student leaders were inducted in a special Liturgy at the beginning of the year. St Aloysius student leaders and the principal represented the school at the Caritas, Diocesan Project Compassion launch and the Aboriginal and Torres Strait Island community Mass.

The staff were in-serviced in the new Religious Education curriculum delivered by the school REC.

The Parish Sacramental program was promoted through and supported by school staff.

St Aloysius acknowledges the traditional owners of the land on which the school is built, the Wonnarua people. In keeping with the traditional owners, the school's Student Environmental Leaders promoted the duty of all to stewardship of the land. This is enacted through initiatives for looking after the environment- individual & class rewards for students.

It is the Catholic identity and mission of the school that sets it apart from others.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The Catholic Schools' Office Learning Framework brings together structures that relate to quality learning and experiences in schools across the Diocese. The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

2015, St Aloysius Catholic Primary School opened its doors to 223 children to begin or continue their educational journey. The school provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education.

The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts, Personal Development, Health and Physical Education. Religious Education is also a key learning area in Catholic schools.

Learning at St Aloysius sits upon four pillars of learning and supported by PBL core values. They inform the foundational structure of the St Aloysius Educational Brief.

St Aloysius is an inclusive school community that offers a broad, evidence-based contemporary learning curriculum, catering for the needs of all students in a 21st Century purpose-built school.

Since being on the Clarity (Lyn Sharratt) journey to improve pedagogy, teachers are now using Learning Intentions and Success Criteria in their lessons. This is immediate information to the success of student learning.

The Learning Support Team (LST) invests time and resources into every opportunity to assist teachers and support students. Much of this time is spent supporting students in literacy and numeracy in the classrooms, groups and individually. Learning Support Assistants (LSAs) help individuals to meet their particular needs. LSAs also take groups in special programs that support literacy and numeracy.

St Aloysius school is a GEL(Gifted Enrichment Lead) school. Students are given wonderful opportunities to delve deeply into their interest field and expand upon their knowledge and skills. They are supported by teachers and the CSO-VA (Virtual Academy). The students relished in their opportunity to be challenged and explore their interests.

2022 saw the curriculum focus change from English to Mathematics. Mathematics experts were engaged to provide staff with Professional Learning to assist teachers build their professional capacity, knowledge and pedagogy in numeracy and number talks.

Application and utilisation of Learning Technology has been a part of everyday learning in Years 4, 5 & 6. Students make use of technology across all KLAs.

St Aloysius has three specialised teachers- Teacher/librarian, Music teacher and PDHPE teacher. The school timetable allows for all students to work with each specialist teacher in their KLA each week. These teachers provide a particular set of skills to develop individual personal skills.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	54%	52%	3%	12%
	Reading	63%	54%	6%	11%
	Writing	62%	50%	2%	7%
	Spelling	46%	48%	6%	15%
	Numeracy	33%	34%	2%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47%	31%	10%	14%
	Reading	50%	39%	7%	11%
	Writing	33%	25%	15%	18%
	Spelling	35%	37%	13%	14%
	Numeracy	28%	25%	9%	16%



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

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

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Initiatives promoting respect and responsibility

St Aloysius Catholic Primary School is a PBL (Positive Behaviour for Learning) school. There are four PBL values - Care for Self, Care for Learning, Care for Others and Care for the Environment; these correlate directly with the school's Four Pillars of Learning.

The "Good to Grow" initiative rewards students who are noticed showing respect to others, and the environment; and for being responsible to their own tasks, others and their personal and shared areas. Many students received their bronze, silver or gold awards.

St Aloysius promotes all students to act and treat others with respect and follow in the footsteps of Jesus. At fortnightly assemblies one child in each class receives an award titled, "Making Jesus Real".

Each term all class teachers are allocated a meeting session with the Learning Support team, school counsellor/psychologist, pastoral care worker and principal to discuss student welfare. Teachers prioritize students using a wellbeing scale with students with the most needs being discussed first. The process requires teachers to name concerns, strategy responses and follow up. Discussions are recorded for further reference. This process helps to highlight the students in the school with specific needs requiring a measured response.

The Pastoral Care Worker (PCW) assisted class teams by taking groups for personal welfare support and social guidance.

Harmony Day provided an opportunity for children from different ethnic backgrounds to learn about and understand their peers' customs from other cultures. This included activities for all children to participate in other cultural traditions.

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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Consolidating Agreed Practices remained a focus in 2022, especially in the literacy block in K-2; as well as consolidating learning intentions and success criteria. Positive behaviour for learning also remained a non-curriculum focus.

Mathematics became the curriculum focus for 2022. Teachers were guided by the Education Officers to develop the scope and sequences. The Big Idea and Rich Tasks were also components of maths that were explored and developed.

The Leading Learning Collaborative (LLC) continued in the diocese and so did the Pedagogical Mentor program. LLC focus was the Assessment Waterfall; collecting Data to inform instruction and creating Data walls.

Case Management processes were once again given priority. This process was timetabled into Terms 2 and 3. The Principal, Assistant Principal, Learning Support teachers and grade teachers attended the meetings. The aim was that suggestions for improved learning for one student can be applied to others. The follow-up meeting of the case management process proved that learning for the targeted student improved. It showed that other students in the cohort improved also.

Pedagogical Mentors continued to support the champion teachers in their instruction via the coaching cycle. Teachers spoke of the benefit of working with the Pedagogical Mentors.

Inroads were also made in developing a school-wide well-being program; however, this was delayed due to the diocese developing a system framework for all schools to use.

We were able to achieve our mission of establishing a hydroponics project as a part of the school's ecological stewardship of the land.

### Priority Key Improvements for Next Year

The focus for 2023 will be on Formation of staff, students and parents. We will enlist the assistance of Education Officer-Formation, to assist with planning and having our professional learning day.

The KLA of Mathematics will remain the main focus for 2023. Teachers will continue to explore and develop the Scope and Sequence aligned with the syllabus and grades. "Big Ideas" and rich tasks will be a feature of maths programming. Mathematics progressions will also be explored and teachers will come away with a better understanding of them for teaching, learning and feedback.

2023 will see a 'new look' executive leadership team. Therefore, middle leader structures will be explored, and executive members will be encouraged to seek further learning in leadership. Middle leaders will be encouraged to seek out professional learning to enhance their careers. Middle leaders will participate in leadership roles at staff meetings and professional learning teams.

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The “Tell Them From Me” survey provided valuable information about St Aloysius school from the parents perspective. There were 111 respondents.

The general response found the school staff to be welcoming and friendly. They liked that the staff encourages the children to treat each other with respect.

Parents commented on teacher collaboration, stating that it is evident. They like that the classes work across the grade, therefore the children have connection with other teachers.

Parents also commented on how the school is future focussed.

Communication drew differing responses from parents. Some stating that “Teacher communication is excellent with quick response to emails and issues”, where others stated that communication needed to be improved. The counter response may be because of individual situations.

There were many comments stating support for the wonderful teachers and assistants, and issues that arise are dealt with well and in a prompt manner.

There were many appreciative comments about the multi-cultural aspect of the school as well as the future focus of the school.

They appreciate playground upgrades as being a great addition.

### Student satisfaction

The student response to the “Tell Them From Me” survey was overwhelmingly positive. They stated that they feel safe at school, like the staff and enjoy positive learning opportunities.

53% of students felt that they have developed high skills and were suitably challenged. These results outperformed the diocesan average.

20% would still like more challenges. This is an indication that some students with above ability levels are not being met.

26% of students are not feeling confident about their skills to meet the challenges.

These last two statistics indicate that more consideration of differentiated tasks is required.

The students felt that their school is spoken about well in the broader community.

### Teacher satisfaction

Generally, the “Tell Them From Me” survey indicates that the teachers enjoy working at St Aloysius school. There were positive comments derived from all areas with particular comments stating that leadership supports the learning culture of the school and provides opportunity for collaboration.

The learning culture was a school focus in 2022. Agreed practices were set with behaviour-learning and social expectations. Many types of Data walls were explored with the school liking the QR code format. Teachers were also using the data to inform further learning. Where to from here?

Collaboration scored highly with setting student learning goals, problem solving and discussing the best strategies to meet individual goals. Collaborative strategies were also appreciated for cross-curriculum opportunities.

Teaching staff were showing improvement in linking new learning to prior learning and exploring different strategies to meet individual goals.

Feedback was the area that kept being scored low by staff. Feedback in all its forms needs attention. Staff stated that they would like more feedback from leadership. They also stated that they would like more opportunity to give and receive feedback to and from each other. It was also stated that more oral and written feedback be given to students.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$5,613,058
Government Capital Grants <sup>2</sup>	\$94,495
State Recurrent Grants <sup>3</sup>	\$1,500,053
Fees and Private Income <sup>4</sup>	\$1,348,714
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$426,459
<b>Total Income</b>	<b>\$8,982,779</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$234,594
Salaries and Related Expenses <sup>7</sup>	\$5,812,862
Non-Salary Expenses <sup>8</sup>	\$2,882,925
<b>Total Expenditure</b>	<b>\$8,930,381</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT