



ST ALOYSIUS
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Strategic Plan 2025-2028

St Aloysius College
Educational Community





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Executive Summary

The Strategic Plan 2025–2028 sets a clear, faith-driven and mission-aligned direction for St Aloysius College, grounded in the Jesuit educational tradition and inspired by Christ’s teachings.

It seeks to consolidate the College’s identity as a community that forms men and women with and for others, committed to justice, dialogue, integral human development, and care for our common home.

A Spirit-Led and Participatory Process

The plan is the fruit of a prayerful, consultative, and discerning process that combined structured evaluation with deep spiritual listening. Building on the achievements of the 2021–2024 Strategic Plan, it engaged Jesuits, Board members, senior leadership, staff, students, and parents/guardians through surveys, school-level reviews, and communal discernment exercises.

A significant moment of convergence occurred during the extended discernment meeting in June 2025, where independently working groups identified the same shared priorities for the whole College—affirming strong spiritual and strategic alignment.

A Shared College-Wide Objective

At the heart of the plan lies a common objective for the entire College community:

- To strengthen Jesuit and Ignatian identity across staff, students, and parents/guardians through shared formative and collaborative experiences rooted in Ignatian values and the 4Cs: Competence, Compassion, Conscience, and Commitment.
- To deepen cura personalis, ensuring academic excellence alongside holistic personal, social, emotional, moral, and spiritual development, and embedding the Ignatian Pedagogical Paradigm (IPP) in daily teaching and learning.

This shared objective provides coherence across the three schools while respecting their distinct educational stages and needs.



School-Specific Strategic Priorities

Each school—Primary, Secondary, and Sixth Form—articulates objectives aligned with the common vision while responding to its particular context:

- **Primary School** focuses on foundational formation: strengthening Ignatian identity, consolidating core academic learning, enhancing inclusive practices, supporting staff wellbeing, fostering global citizenship, and deepening partnership with parents/guardians.
- **Secondary School** prioritises identity and community, excellence in teaching and learning, positive discipline, parental collaboration, and the careful accompaniment of the transition to co-education, ensuring the wellbeing of students and staff.
- **Sixth Form** emphasises Ignatian identity, collaborative leadership, cura personalis, academic excellence through IPP, ethical use of Artificial Intelligence, and the formation of responsible, socially committed young adults.

Across all schools, recurring strategic themes include formation, leadership, inclusion, wellbeing, ethical innovation (especially regarding AI), and citizenship inspired by Catholic Social Teaching.

Implementation, Accountability, and Review

The Plan will be implemented through annual action plans developed by each school, beginning in scholastic year 2025–2026. Progress will be reviewed and reported annually to the College Board, ensuring accountability, effective monitoring, and ongoing alignment with the strategic intent.

At the conclusion of the three-year cycle (2025–2028), a comprehensive evaluation will inform the development of the subsequent Strategic Plan (2029–2032), thereby embedding a culture of reflective governance and continuous improvement. This next phase will also reflect a more explicit and deliberate alignment with the Linee Guida of the Fondazione Gesuiti Educazione (FGE). While the 2025–2028 period is primarily focused on establishing and stabilising key processes and structures, the 2029–2032 cycle will build on this foundation by refining these processes and adhering more closely to the FGE Linee Guida, in coherence with Jesuit educational governance and mission.

Conclusion

The Strategic Plan 2025–2028 offers a clear, unified, and mission-centred roadmap for St Aloysius College. Rooted in Ignatian spirituality and shaped by communal discernment, it positions the College to respond faithfully and creatively to contemporary educational challenges while remaining steadfast in its Jesuit identity and educational mission.



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VISION STATEMENT OF THE JESUIT EDUCATION FOUNDATION

The VISION of the Jesuit Education Foundation is:

“The schools of the Jesuit Education Foundation are committed to forming competent, conscientious, compassionate, and committed global citizens, capable of facing with creativity and courage the challenges of their time, in the way of Jesus Christ, in an open and welcoming dialogue with every other religious perspective, and with care for others—especially those most in need—and for the world, our common home, according to justice, love, and peace.”

The specific MISSION of the Jesuit Education Foundation is:

Safeguard over time and develop in a creative way the identity, human resources and material heritage of the educational institutions of the Society of Jesus, becoming the guarantor of their renewal and their ever-increasing Ignatian qualification. And this in a style of growing co-responsibility between Jesuits and laity, in line with the 35^o General Congregation and in the spirit of the Second Vatican Council.

At the same time, the Foundation will stand as a point of reference and interlocutor for the Society of Jesus with regard to both other educational institutions deserving of support in the territory of the Province that want to be inspired by the principles and methods of Ignatian pedagogy.



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VISION STATEMENT OF ST ALOYSIUS COLLEGE

The educational community at St Aloysius College is inspired by Christ's teachings and a faith that promotes evangelical justice. Through Ignatian Pedagogy, we strive to holistically empower all students to excel in their abilities, and develop their conscience to discern God's will in their lives. Together we aspire to foster compassionate and responsible men and women with others and for others, committed to the poor and persons in need. We promote dialogue with people of other cultures and religious traditions in a common effort to build a more peaceful and ecologically just world.

A SPIRIT-LED PROCESS

The development of the 2025–2028 Strategic Plan for St. Aloysius College followed a twofold approach: a reflective look back at the achievements of the 2021–2024 Strategic Plan, and a forward-looking discernment of priorities for the next three years.

This process was rooted in both gratitude and attentive listening—to the Spirit's guidance and to a structured evaluation of ongoing work. It began early in the 2024/2025 scholastic year with a College Board meeting that outlined the process and its key steps. Fr. Ray Pace SJ and Ms. Christine Rossi were appointed to lead the communal discernment, while Dr. Pat Bonello was tasked with conducting a survey with all stakeholders.

In January 2025, under the leadership of Dr. Charles Bonello and Fr Jimmy Bartolo sj, the Senior Leadership Team (SLT) reviewed the Action Plans of the three schools, identifying accomplishments and areas for further development. These findings were discussed during management team meetings of the three schools and compiled by the Heads of Schools. The SLT then engaged in a prayerful reflection exercise led by Fr. Ray Pace SJ, sharing insights through spiritual conversation sessions. These meetings fostered deep listening and discernment.

Concurrently, the Council of Heads collaborated with Dr. Pat Bonello to design a survey for students, staff, and parents/guardians. The survey assessed the previous strategic plan's impact and invited all stakeholders to select five priorities for the future, based on the ten global identifiers of Jesuit Education. An open-ended question also encouraged suggestions for the incoming Rector and Board.



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The survey was distributed in early April, and results were analysed by Dr. Pat Bonello. Preliminary findings were shared during a communal discernment meeting on 8th May 2025 with the Jesuit community, Board members, the incoming Rector, and the SLT. A final report followed by the end of May.

Informed by this input, the SLT met twice to define school-specific priorities. On 16th June, an extended communal discernment meeting was held at Mount St. Joseph, bringing together the Jesuit community, Board members, SLT, the incoming Rector and Chairperson of the new board. This meeting started with a presentation by the Heads of School of the priorities chosen for every school. Then, following a period of personal prayer, the participants discerned in small groups about one or two priorities which should be common for all the College. Remarkably, all six groups independently identified the same common objectives—a clear sign of Spiritual alignment.

The St. Aloysius College Board processed the outcomes of this process and approved the common objective for the College as well as the objectives for each of the three schools.

This document captures the fruit of that process—one marked by gratitude, openness, and a shared mission. May that same spirit guide us as we bring these objectives to life over the next three years.



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Common objective for the St Aloysius College Community for 2025-2028

To cultivate a strong Jesuit and Ignatian identity across the College community (staff, students and parents/guardians) through shared formative and collaborative experiences grounded in Ignatian values and the Compassion, Competence, Commitment and Conscience (4Cs) which represent human excellence.

To nurture cura personalis by supporting the academic competence and the holistic development - personal, social, emotional, moral, and spiritual - of each member of the College community; and to actively integrate the Ignatian Pedagogical Paradigm into everyday teaching and learning.

SWOT Analysis

SWOT Analysis from the Spiritual Conversation Meetings of Primary School SMT Strengths

- Cura personalis:** Strong individualized care for students, including those with statements; coordination with parents leading to visible progress and flourishing.
- Sense of community:** Robust parent-school-staff collaboration; teachers work in teams; staff support each other; dedicated staff care role.
- Positive school climate:** Students generally happy; strong rapport between SMT and staff; appreciation from children and parents.
- Pastoral dimension:** Integral to student and staff well-being; emotional regulation emphasized as foundation for education and spirituality.
- Creativity and innovation:** Ongoing efforts in pastoral work and global citizenship; strategic plan provides focus and direction.
- Ignatian identity fully embraced:** Vision and mission integrated into daily life; smooth transition despite challenges; strong formation culture.
- Skill-based learning in early years:** Emergent curriculum allows teacher autonomy and creativity.



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Weaknesses

- **Parent cooperation gaps:** Resistance and lack of involvement, especially as children grow older; over-reliance on school for parenting roles.
- **Self-centered attitudes:** Among some staff and parents; sense of entitlement and lack of gratitude.
- **Prescriptive educational system:** Leads to burnout; excessive focus on documentation (e.g., Ekoskola, GC) drains joy and creativity.
- **Fear of change:** Hesitation to innovate; strategic planning sometimes unrealistic given daily crises.
- **Fast school rhythm:** Overloaded calendar causing stress and exhaustion; tendency to add events rather than adapt.
- **Limited inclusion resources:** Frustration when unable to fully support certain students; risk of staff burnout.
- **Staff dynamics:** Conflicts within class teams; some staff not living “Men and Women for Others”; lack of appreciation and over-dependence on same individuals.
- **Religious education gaps:** Faith element needs strengthening; syllabus outdated; secularized teaching staff.



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Opportunities

- **Deepen understanding of family challenges:** Support parents facing marital/economic issues; reduce communication overload; set boundaries on MS Teams.
- **Teacher training on societal shifts:** Equip staff to understand students' realities and mental health needs; adapt pedagogy accordingly.
- **Rehaul religion syllabus:** Center Christ's teachings; train teachers; restore evangelical values.
- **Optimize space and ICT systems:** Improve MySchool clarity for parents; better use of physical space.
- **Enhance intercultural dialogue:** Address cultural diversity in school community; foster inclusivity.
- **Sustain Ignatian formation:** Continue retreats and adult formation; deepen EYM and cura personalis.
- **Improve SMT efficiency:** Streamline decision-making; adhere to agenda; prioritize essential activities to reduce burnout.
- **Explore chapel development:** Strengthen spiritual infrastructure.

Threats

- Educational system rigidity:** Prescriptive curriculum limiting creativity and experiential learning; abrupt transition from early years to junior years.
- Mental health concerns:** Rising anxiety among students; risk of burnout among staff.
- Resource limitations:** Constraining inclusion efforts; potential frustration leading to staff disengagement.
- Cultural disconnect:** School sheltered from societal diversity; risk of students being unprepared for intercultural realities.
- Staff secularization:** Weakening of religious education and Ignatian ethos if not addressed.
- Overload and burnout:** Fast-paced rhythm and excessive activities threaten sustainability and morale.



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SWOT Analysis from Spiritual Conversation Meetings of Secondary School SMT

Strengths

- Cura personalis for students and adults:** Persistent effort to reach all students, even those not problematic; accompaniment of adults present.
- Rich student experiences:** POP (People for Others Programme), Talent Night inclusivity, retreats, Examen practice.
- Staff formation programme:** Broadly accepted and impactful over the past three years.
- Ignatian vision more explicit:** “Men for Others” language visible; spiritual development through examen and retreats.
- Sense of belonging among staff:** Community-building initiatives have strengthened collegiality.
- Adaptation to diverse educational pathways:** Multiple channels for students to succeed; holistic approach.
- Structures supporting mission:** Chaplain, Counsellor, Diversity Coordinator roles reinforce core values.



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Weaknesses

- **Difficulty passing on spirit to staff:** Some remain closed to Ignatian ethos; lack of openness.
- **Inconsistent witness:** Staff not always living “Men and Women for Others”; absenteeism erodes trust.
- **Fragmented IPP implementation:** Method exists but underused; lack of coherence.
- **Administrative overload:** Reduces personal contact time with students.
- **Virtual world challenges:** Students’ online life dominates; school not addressing this dimension adequately.
- **Lack of continuity in student-family accompaniment:** Frequent changes in prefecture/assistant headship hinder relationship building.
- **Staff attitudes:** Some prioritize rights over duties; lack of generosity and responsibility.
- **Integration gaps:** Core values initiatives (Ekoskola, GC) remain siloed; links unclear.



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Opportunities

- **Reinforce sense of mission and vocation:** Help staff rediscover Jesuit ethos; ensure alignment with mission statement.
- **Raise standards and accountability:** Promote responsibility and commitment among educators; counter discouragement.
- **Explicit integration of Ignatian values:** Embed 4Cs in daily school life beyond one-off events.
- **Dialogue with cultures and religions:** Prepare students for Malta's diversity; integrate into Chaplaincy activities.
- **Innovate learning styles:** Encourage teachers to adopt varied pedagogical approaches.
- **Address online reality:** Develop strategies to guide students in virtual spaces; mitigate related issues.
- **Keep Jesuit identity visible:** Especially during leadership transitions; maintain active Jesuit presence.



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Threats

- **Changing family values:** Misalignment with Jesuit mission; weakened human and Ignatian principles at home.
- **Union pressures and systemic constraints:** Divert focus from mission; risk of operational overdrive.
- **Staff disengagement:** Absenteeism and lack of commitment undermine trust and student formation.
- **Student anonymity:** Risk of losing students who do not stand out; failure to accompany all.
- **Virtual dominance:** Online life shaping student reality; school lagging in response.
- **Leadership transition:** Maintaining Jesuit identity amid Rector change.



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SWOT Analysis from the Spiritual Conversation Meeting of Sixth Form SMT

Strengths

- Strengthened Ignatian identity with concrete formation initiatives (SMT formation with Fr. Ray, at meeting starts—discernment/Arrupe, formation in Spain; consistent Examen; wider staff formation).
- Ignatian spirituality as bedrock of the work and personally nourishing for SMT members; applied “very concretely.”
- Cura personalis for students, including those with greater needs; maintaining standards while widening inclusion and “walking with the excluded.”
- Improvements in SoulSpace and SRP.
- Professional Working Teams (PWTs) established—recognized as a step forward.
- Life-giving student energy.
- Fidelity to core values evident in Chaplaincy, cura personalis, and formation; focus on progression to higher education.
- Integration of Ignatian language (e.g., 4Cs in AMDG; visibility at graduation).
- Integral vision of the student and a strong culture of care, compassion, and empowerment.
- Lay ownership of Ignatian identity progressing, supported by ongoing accompaniment in the change process.



Weaknesses

- Strained SMT–staff dynamics (“us and them”), and staff-to-staff gossip/resistance; difficulty “bridging” with staff; energy-draining “constant battle.”
- Perception that too much time is spent prioritizing teachers, and a need to be firmer on expectations.
- Assessment model changes consuming significant energy; MySchool changes have been draining and increased external dependence; secretarial change sometimes misaligned with desired tone of care.
- Intra-SMT candour/trust gaps (not always totally honest; occasional working against each other); desire to grow as a team and manage time/focus better.
- Fidelity to mission diluted by day-to-day operational pressures; SMT feels taken for granted; some teachers hold a narrow vision of teaching.
- PWT silos (“cocoons”), subgroups/cliques causing division; need to collaborate across teams.
- Teacher wellbeing needs (psychological/mental-health support) and accountability gaps (lateness, invigilation standards, following directives).
- Tension between IPP and MATSEC; exam system undermines desired pedagogy;
- Concerns about discipline, commitment, mental health, and AI’s impact on teaching/learning.
- Balancing cura personalis with the common good, with risk of over-support at the expense of students as a whole.



Opportunities

- Build dialogue-based culture with teachers, empower interests, and enforce clear accountability on workload, directives, seminar behaviour, and punctuality.
- Provide targeted mental-health support (e.g., via the Secretariat); recruitment more aligned to vision; address the “fear of teachers’ reactions” by clarifying expectations.
- Strengthen/visibilize Ignatian identity further amid leadership transition and fewer Jesuits—continue accompaniment through change.
- Advance IPP through small, realistic classroom steps; make tacit practices explicit to show teachers they already do some of it; articulate how IPP can coexist with MATSEC demands.
- Deepen Global Citizenship understanding; integrate student representatives into Student Council vision; prioritise student-led initiatives (notably effective drivers).
- Adapt pedagogy to a changing student body;
- Constructively address attendance/absenteeism;
- Thoughtfully engage with AI to enhance, not erode, learning.
- Sustain creative formation within the 1.5-year window to leave a values-based and faith-centred impact.

Threats

- Declining number of Jesuits and the new Rector transition—potential identity/continuity risk if not proactively managed.
- Collective agreements that constrain management agility and time allocation.
- Platform/vendor dependencies (e.g., MySchool) and assessment system constraints (MATSEC) that can undermine desired pedagogy and internal capacity.
- Fondazione’s framing of Global Citizenship potentially conditioning school approach.
- Rising student needs and inclusion demands increasing energy and resourcing pressures; attendance/absenteeism trends.
- Technological disruption (AI) affecting teaching, assessment integrity, and workload.



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SWOT Analysis from Spiritual Conversation amongst SLT members not in SMTs

Strengths

- Holistic approach to student growth: Integration of socio-emotional, academic, and spiritual dimensions through retreats, POP, and Mass.
- Shared ethos across three schools: Common foundations and values foster unity.
- Festalwigi as a unifying event: Strengthens community spirit across schools.
- Commitment to staff well-being: Opportunities for staff retreats supported by the College; emphasis on Cura Personalis for staff and students.
- Dedicated resources for inclusion: Full-time INCO and Counsellor; resource rooms for special needs students; strong facilities and sports resources.
- Jesuit ethos actively promoted: Efforts to instill values like “Men and Women for Others” in daily interactions.

Weaknesses

- Internal communication gaps: Lack of timely and transparent communication from management; SLT feels uninvolved in school operations.
- Leadership visibility issues: SLT leadership not strongly felt; frustration over procrastination and unclear decision-making.
- Staff dynamics challenges: Ego, pride, and individualistic attitudes hinder collaboration; low motivation and cooperation across schools.
- Conflicts and lack of unity: People not working toward common goals; management divisions.
- Inconsistent fidelity to vision: Vision Statement sometimes taken for granted; greetings and interactions not always aligned with ethos.

Opportunities

- Improve internal communication: Ensure timely, inclusive updates; involve staff in decision-making processes.
- Team-building initiatives: Create spaces for staff to connect and express opinions; foster collaboration and shared purpose.
- Training for mindset shift: Address resistance and prepare staff for co-educational changes; promote openness and adaptability.
- Policy clarity and enforcement: Standardize consequences across schools; reinforce discipline and dress code.
- Boundary definition: Clarify roles and expectations between MCS and St. Aloysius.
- Leadership transition planning: Address uncertainty around Rector change with transparent communication.

Threats

- Persistent communication failures: Risk of eroding trust and engagement among staff.
- Cultural resistance to change: Ego-driven attitudes and lack of enthusiasm could block progress toward co-ed integration.
- Unclear policies and discipline gaps: Vandalism and dress-code violations undermine school ethos; inconsistent enforcement breeds frustration.
- Leadership uncertainty: Transition of Rector may cause instability if not managed proactively.



Primary School



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Mission Statement of St Aloysius College Primary School

St Aloysius College Primary School is a Catholic educational institution that embraces the spiritual and pedagogical tradition of the Society of Jesus, and provides personal care for all students.

As educators, we are committed to guiding and supporting learners so they successfully develop their full potential. Our skills-based curriculum promotes the physical, emotional, social, intellectual, and spiritual development of all students. Working closely with parents and guardians, we aim to foster Ignatian values in our students as they grow into active, contributing members within their community.

Objectives for St Aloysius College Primary School

Jesuit and Ignatian Identity

- To strengthen the school's Jesuit and Ignatian Identity through continuous formation for the whole school community, particularly educators.
- To integrate Ignatian values across all aspects of school life.
- To strengthen Ignatian leadership formation.
- To nurture a community spirit rooted in service in order to be truly Men and Women for Others.

Teaching and Learning

- To prepare competent educators and students for tomorrow through innovative practices rooted in the Ignatian Pedagogical Paradigm (IPP).
- To consolidate teaching in core areas such as Mathematics, Maltese, Literacy and Religion.
- To form the educators for an ethical and effective use of Artificial Intelligence and developing technologies for a better education.

Cura Personalis

- To strengthen the Cura Personalis of the school's educational community by creating a balanced, safe, and supportive school environment.
- To continue fostering a culture of care and respect through various practices.
- To consolidate, understand, and implement principles of positive discipline.
- To nurture the holistic well-being and mental health of staff.
- To provide opportunities for staff formation in child cognitive development and societal shifts in order to ensure that every student feels valued, supported, and empowered to thrive.

Reaching Out to Learners of All Abilities

- To optimise the school's resources to support all learners by enhancing inclusive practices and fostering a culture of understanding and adaptability.
- To invest in specialised staff training, developing differentiated teaching strategies, and ensuring that facilities and support structures are equipped to meet the needs of all learners.



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- To explore collaborative team-based models to manage complex situations.

Global Citizenship

- To continue to foster a culture of shared responsibility through integrated Global Citizenship across the curriculum and co-curricular activities. This includes promoting ecological awareness, cultural understanding, and social responsibility, while encouraging student-led initiatives that connect local action with global impact.
- To form individuals who are critically aware, compassionately and conscientiously engaged, and committed to the common good, inspired by the Social Teachings of the Church.

Parental Involvement

- To provide opportunities for dialogue with parents and guardians, fostering stronger partnerships between the school and families, and supporting the holistic development of every child.
- To create a collaborative environment by clarifying expectations and promoting mutual understanding.
- To support the formation of parents and guardians in areas such as positive discipline, child development, and emotional regulation, empowering them to reinforce the school's ethos at home.

School Buildings and Infrastructure

- In support of the College's educational mission and in order to provide safe, functional, and welcoming learning environments, a phased programme of infrastructure investment has been identified for the period 2025–2028. These projects are intended to address both immediate operational needs and longer-term improvements to learning, accessibility, and communal spaces across the primary school.
- The key projects planned for this period include:
 - Resurfacing of the playground and installation of appropriate shading
 - Completion of the refurbishment of six classrooms with appropriate desks and chairs
 - Installation of a new lift to improve accessibility
 - Refurbishment of the Hall and other common areas (structural upgrading the facilities, installation of air conditioning, white-washing where necessary and soft furnishings as required.
 - Upgrading and installation of air-conditioning systems in most areas of the school, class rooms, multi-purpose gym.



Secondary School



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Mission Statement of St Aloysius College Secondary School

St Aloysius College Secondary School is a Jesuit institution that aims to accompany all students in their adolescent journey to achieve their best potential, simultaneously educating them for life.

To help students become “Men for Others”, the School strives to promote the physical, emotional, social, and spiritual development of all members of its educational community. The School prepares its students to follow diverse educational pathways of their choice while embracing Ignatian values in their everyday lives.

Objectives for St Aloysius College Secondary School

Jesuit and Ignatian Identity

- To strengthen and make explicit the Jesuit and Ignatian identity of the school through a comprehensive formation programme that engages Jesuits, staff, students and parents/guardians. The programme will especially focus on the integration of the 4Cs (Competence, Compassion, Conscience, and Commitment) into all aspects of school life.
- To promote Global Citizenship Education through the lens of the Catholic Social Teaching.

Sense of Community

- To transform members of the educational community from being participants to active collaborators in the Ignatian mission.
- To strengthen the sense of belonging and shared responsibility among Jesuits, staff, students, parents/guardians and the wider school community by embedding Ignatian values, promoting open communication, and enhancing participation in school life.

Teaching and Learning

- To enhance teaching and learning strategies in line with the Ignatian Pedagogical Paradigm to aim for human and academic excellence.
- To promote the ethical and responsible use of Artificial Intelligence technologies.
- To fine-tune the School Based Assessment Model ensuring an inclusive assessment policy and practices so that all students are supported.
- To prepare critical, skilled and creative life-long learners.



Transition to Co-Education

- To ensure a smooth and welcoming transition to a co-educational model by addressing cultural, academic, social, and logistical challenges. This includes supporting the socio-emotional well-being of students, staff and parents/guardians, and cultivating a shared mindset rooted in respect and collaboration, while acknowledging and managing resistance.

Positive Discipline

- To strengthen the culture of positive discipline rooted in restorative justice, consistency, and formation. This involves forming staff, parents/guardians and students in positive behaviour strategies, strengthening classroom management, addressing all forms of bullying, and updating and reinforcing the Code of Behaviour.

Parental Involvement

- To foster a partnership with parents/guardians that is rooted in shared responsibility, mutual accountability, and in alignment with the school's vision, mission, and values. This includes accompanying students and their families, offering structured formation opportunities, responding to the needs of diverse families, and promoting active contribution to their sons'/daughters' holistic development.

Building Secondary School:

In order to support high-quality teaching and learning, ensure safe and accessible facilities, and progressively enhance shared spaces for the whole school community, the College has identified a number of priority infrastructure projects to be undertaken during the period 2025–2028. These interventions address both essential maintenance requirements and strategic developments aligned with contemporary pedagogical needs and the long-term sustainability of the school.



The proposed projects include:

•Refurbishment of Basement Classrooms (6 classrooms)

This intervention will include structural maintenance where required, repainting, improved lighting, upgraded flooring, and the replacement of classroom furniture, with the aim of creating brighter, more functional learning spaces.

•Development of an Arts and Humanities Hub

The creation of a dedicated hub will bring together teaching spaces for arts and humanities subjects, providing flexible classrooms that support collaborative learning, creative work, and interdisciplinary approaches.

•Upgrade of Science Laboratories

Planned works include the renewal of laboratory fittings, improved safety features, upgraded equipment, and compliance with current health and safety standards, ensuring that the laboratories fully support the science curriculum.

•Refurbishment of the Theatre

This project envisages repainting, acoustic enhancements, lighting upgrades, and general improvements to ensure the theatre remains a functional and welcoming space for assemblies, performances, and community events.

•Refurbishment of the Ground Floor Chapel

Works will focus on restoring and enhancing the chapel as a dignified space for prayer, liturgy, and reflection, including repainting, lighting improvements, and necessary maintenance.

•Upgrading and Installation of Air-Conditioning Systems

This intervention aims to improve thermal comfort across teaching and administrative spaces, particularly in areas where there is most need.

•Installation of Louvres in First-Floor Offices

The replacement of louvres will improve natural light control, ventilation, and energy efficiency within administrative areas.

Financial planning for these projects will be developed progressively. Detailed costings will be prepared as part of the annual action planning and budgeting process, allowing the College Board to prioritise interventions in line with available resources and strategic objectives.



Sixth Form



Mission Statement of St Aloysius College Sixth Form

St Aloysius College Sixth Form is a post-secondary Jesuit institution dedicated to preparing students for further and higher education. Our mission, as a school community, is to enable young people entrusted to our care, to develop their full potential through an Ignatian education in a caring environment.

We strive to empower students to develop integrally as responsible and self-giving persons by attaining intellectual competence, fostering critical thinking, deepening their spiritual and moral values, and strengthening their growth in faith and social commitment.

Objectives for St Aloysius College Sixth Form

Jesuit and Ignatian Identity

- To uphold and strengthen the Jesuit and Ignatian Identity of the Sixth Form by continuing and deepening the formation for all the school community, focusing on forming Ignatian collaborators and Jesuits who embody the Ignatian Apostolic Mission.
- To strengthen the Ignatian charisma in our way of proceeding.

Ignatian Collaborative Leadership

- To foster an Ignatian leadership culture that is collaborative, discerning, and rooted in service through leadership formation, supervision, and planning for its continuation in key roles.
- To promote healthy team dynamics among the staff that are vital to building trust and unity.
- To engage in collaborative experiences that are key actions to promote cohesion and a shared Jesuit mission.

Cura Personalis

- To enhance the Cura Personalis with students and staff through a growing recognition of their mental, emotional, social, and spiritual well-being.
- To foster a culture of belonging, safeguarding and care in all the school community through such practices as deep listening, accompanied approaches and offering authentic professional support.



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Teaching and Learning

- To enhance high standards of teaching, learning, and assessment by promoting and integrating the Ignatian Pedagogical Paradigm (IPP) as central to educational transformation.
- To offer teachers both formation and practical support to implement the IPP meaningfully to integrate relevance, creativity, and deeper student engagement.

The Use of Artificial Intelligence

- To integrate the ethical, effective, and responsible use of Artificial Intelligence in teaching and learning through clear policies and ongoing formation for both staff and students, in order to cultivate creativity, collaboration, and critical reflection.

Ethical and Integral Citizenship

- To continue to form the educational community, particularly students and staff, to be compassionate, conscientious, ethical citizens shaped by the principles of Catholic Social Teaching.
- To empower students to become committed and competent agents of change both locally and globally.

School Buildings and infrastructure

In order to support the holistic formation of students and to ensure that the College's physical environment remains safe, accessible, and conducive to learning, a number of priority building and infrastructure projects have been identified for the period 2025–2028. These projects respond both to practical operational needs and to the College's commitment to inclusivity, wellbeing, and the quality of shared educational spaces. The main projects envisaged for this period are as follows:



- Installation of a New Lift (Accessibility)

The installation of a new lift is intended to ensure full accessibility for students, staff, and visitors with mobility challenges, enabling equitable access to classrooms, common areas, and essential services across different levels of the school building.

- Refurbishment of the Canteen Area

Planned works include repainting, improved seating, upgraded serving and food preparation areas, and enhancements to lighting and ventilation, with the aim of creating a more welcoming, hygienic, and functional communal space for students and staff.

- Upgrade of Science Laboratories

This project will involve the upgrading of laboratory equipment and furniture, improvements to plumbing and electrical systems, and the enhancement of safety features, ensuring compliance with current standards and supporting effective science teaching and learning.

- Refurbishment of the Remaining Four Classrooms

The refurbishment will include repainting, improved lighting, replacement of classroom furniture, and general maintenance works, in order to provide well-equipped and comfortable learning environments.

- Refurbishment of the Chapel

The planned works aim to enhance the chapel as a space for prayer, reflection, and liturgical celebrations. Interventions may include repainting, improved lighting, and modest aesthetic enhancements that respect the sacred character of the space while improving its functionality.

Detailed planning and costings for these projects will be developed progressively through the annual action planning and budgeting process. This approach will allow the College Board to prioritise works, ensure responsible financial stewardship, and align expenditure with strategic and operational needs.