



All Saints' College Bathurst Annual Report 2010

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1. A Message from the College Council, P&F and SRC

Message from the College Council

The All Saints' College Council has responsibility for the governance of the College. The Council meets eleven times a year and has established a number of committees to deal with specific aspects of its work. The College Council committees include a Strategy and Governance Committee, Property Development Committee and Finance Committee.

The Council wishes to acknowledge the tremendous input to the College infrastructure afforded by the BER government funding. The grant was used to build a new state-of-the-art Library and to refurbish the Performing Arts Centre. The new Library in particular has enhanced student learning opportunities and is a vital hub within the educational framework of the College. The ongoing integration of Smartboard and iPad technology has opened new horizons in the learning programs offered to students of all ages.

The Performing Arts Centre, now known as the Kemmis Building in honour of Henry Kemmis, the founding Headmaster of ASC (1874 to 1877), provides an invaluable space for school productions, presentations to students, exhibitions, seminars, forums, assemblies, examinations and so on. The space provides wonderful flexibility for a wide variety of school events and is a marvellous venue for showcasing the achievements of our students.

All Saints' College Bathurst continues to be a thriving student-focused school. The tremendous value of the school experience here can be seen by both the success of students at school and in the success of its students as they move from their school years into the wider world. As an influential learning environment leading its local community, the school has an ongoing commitment to the students, their families, staff, the wider College community as well as the general community of Bathurst.

The Right Reverend Richard Hurford OAM
Chair of the College Council

Message from the P&F

This year started differently for the P&F with a very successful whole school cocktail party; not only do we work hard fundraising, but we also enjoy social gatherings throughout the year!

We focus, however, on raising funds to improve the educational facilities to the highest standard at All Saints'. Our efforts have continued very successfully this year, affording us the ability to fulfil our role right across the campus. We have completed our memorial walk and irrigation projects at the front of the College, supplied and installed a solar pool blanket, provided Junior School vegetable gardens with fencing, supplied and installed a new kitchen in the boy's boarding house and furniture for the girls. We have purchased equipment for our equestrian students, supported a parent/teenager seminar, and continue our contribution to the library, amongst other things.

Our P&F actively continues to support the College, its day and boarding students, along with teachers and parents from both the Junior and Senior Schools. We look forward to completing current projects with the incredible support from the parents and friends committed to the positive impact on life at All Saints' College Bathurst. *John Morris.*

Message from the SRC

Senior School: The Student Representative Council (SRC) in the Senior School is elected by the student body. It comprises two representatives drawn from each of the year groups 7 -12. Members of the SRC represent the views of their fellow students to School management about how to make All Saints' College a better place.

Junior School: The SRC in the Junior School is made up of a boy and girl from each class from Kindergarten to Year 6 and also includes the Junior School Captains. These representatives hold their position for one semester and are elected by their class members.

The SRC meetings are chaired by the Head of Junior School and occur once per fortnight at lunch times. Responsibilities of the Junior School SRC include coordinating lunch time sporting equipment for children to hire, running the Junior School Disco and, most importantly, providing a 'voice' for the students of the Junior School in order to improve school facilities and school life.

2. Contextual Information

All Saints' College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for students from Transition to Year 12. The College fosters academic excellence, an excitement for learning, creativity and the fulfilment of individual potential; nurtures Christian principles welcoming people of all faiths and cultures; develops confidence, integrity and respect for oneself and others; encourages independence, responsibility and self-motivation; and prepares students to become articulate and valued citizens.

Students enrolled at All Saints' College are not simply attending school. It is a wonderful place for young people to engage in learning and the wider community. The tone of the school is very positive, enabling students to be actively involved in school and all on offer.

The long-standing reputation of All Saints' College is as a place where young people thrive. All Saints' College, Bathurst, provides the necessary guidance for its students in their preparation for the world beyond school. The lessons learned in classes, playing sport, by participating in music, during outdoor education experiences as well as each day through interaction within our school community all contribute positively to this end.

[Visit the school website.](#)

3. Student outcomes in standardised national literacy and numeracy testing (NAPLAN)

Year 3 & 5

In 2010 the National Assessment Program Literacy and Numeracy (NAPLAN) was implemented in its third year since it replaced the NSW Basic Skills Tests. All Year 3 students and all Year 5 students at All Saints' College Junior School in Years 3 and 5 participated in the nationwide NAPLAN.

In Year 3, 100% of students achieved skill Bands 2 or higher in Overall Literacy compared to 96% of the state and 100% achieved skill Bands 2 or higher in Numeracy compared to 97% of the state.

In Year 5, 96% of students achieved skill bands 4 or higher in Overall Literacy as compared to 94% of the state and 96% achieved skill bands 4 or higher in Numeracy compared to 96% of the state.

Students performed consistently across all aspects of numeracy with particularly good results in Number Patterns and Algebra. In the literacy component the only weakness appeared in Year 5 Spelling but due to the small cohort one child contributes to 4% which has a significant influence on the overall result.

Table: NAPLAN – percentages above benchmark

2010 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 4 or higher
Reading	100%	100%
Writing	100%	100%
Spelling	100%	96%
Grammar & Punctuation	100%	100%
Number Patterns & Algebra	100%	96%
Measurement, Data, Space & Geometry	100%	100%
Numeracy	100%	100%

Year 7

In 2010 97% of Year 7 students participated in national literacy and numeracy testing. In the Literacy tests students performed above the state level in each of the four components. There are 6 Bands of performance for students in Year 7, the most elementary of these being Band 4.

- 100% of Year 7 students achieved at Band 5 or above in reading
- 100% of Year 7 students achieved at Band 5 or above in writing
- 100% of Year 7 students achieved at Band 5 or above in spelling
- 100% of Year 7 students achieved at Band 5 or above in grammar and punctuation.

In the Numeracy tests students performed above the state level in both of the components.

- 100% of Year 7 students achieved at Band 5 or above in number, patterns and algebra
- 100% of Year 7 students achieved at Band 5 or above in measurement, data, space and geometry

Year 9

In 2010 98% of Year 9 students participated in national literacy and numeracy testing.

In the Literacy tests students performed above the state level in each of the four components. There are 6 Bands of performance for students in Year 9, the most elementary of these being Band 5:

- 98% of Year 9 students achieved at Band 6 or above in reading
- 98% of Year 9 students achieved at Band 6 or above in writing
- 93% of Year 9 students achieved at Band 6 or above in spelling
- 95% of Year 9 students achieved at Band 6 or above in grammar and punctuation

In the Numeracy tests students performed above the state level in both the components:

- 98% of Year 9 students achieved at Band 6 or above in number, patterns and algebra
- 98% of Year 9 students achieved at Band 6 or above in measurement, data, space and geometry

Table: NAPLAN results – percentages above ‘elementary’ performance

Test	Percentage of Year 7 students achieving Band 5 or higher		Percentage of Year 9 students achieving Band 6 or higher	
	2009	2010	2009	2010
Reading	100	100	98	98
Writing	97	100	92	98
Spelling	97	100	97	93
Grammar & Punctuation	97	100	95	95
Measurement, Data, Space & Geometry	100	100	98	98
Number, Patterns & Algebra	100	100	98	98

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2010, 44 students sat for the NSW Higher School Certificate in 27 courses. An extraordinary 41% achieved an ATAR over 90. One student achieved Band 6s in all 12 Units and four students made the prestigious Premier’s All-Rounders List for Band 6s in 10 Units. 73 Band 6s were achieved by 29 students across the year group; this is almost three times that which would be expected according to the state pattern. Consequently All Saints’ College was ranked 33 in the top 100 schools in NSW.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2009					2010				
	No of Students	Bands 3-6		Bands 1-2		No of Students	Bands 3-6		Bands 1-2	
		School	State	School	State		School	State	School	State
Agriculture	6	100	83	0	17	5	100	79	0	21
Ancient History	7	100	86	0	14	5	100	85	0	15
Biology	15	93	90	7	10	14	93	90	7	10
Business Studies	26	88	89	12	11	21	100	90	0	10
Chemistry	24	100	90	0	10	13	100	89	0	11
Chinese Background Speakers	1	100	100	0	0	1	100	98	0	2
Design & Technology	5	100	95	0	5	2	100	96	0	4
Economics	9	89	88	11	12	5	100	84	0	16
English - Advanced	21	100	99	0	1	17	100	99	0	1
English - Standard	38	89	78	11	22	27	96	72	4	28
English as a Second Language	5	100	86	0	14	1	100	88	0	12
Geography	26	100	90	0	10	7	100	92	0	8
Hospitality	9	100	95	0	5	5	100	83	0	17
Legal Studies	12	100	87	0	13	7	100	83	0	17
Mathematics	16	88	90	12	10	10	100	89	0	11
Mathematics General	40	93	81	7	19	23	100	85	0	15
Modern History	10	100	94	0	6	12	100	91	0	9
Music 1	2	100	98	0	2	3	100	98	0	2
PD, Health & PE	12	100	87	0	13	16	100	93	0	7
Physics	9	100	88	0	12	5	100	92	0	8
Software Design & Development	-	-	-	-	-	1	100	86	0	14
Visual Arts	14	100	99	0	1	9	100	98	0	2

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2009					2010				
	No of Students	Bands E3,E4		Bands E1,E2		No of Students	Bands E3,E4		Bands E1,E2	
		School	State	School	State		School	State	School	State
English Extension 1	1	100	84	0	16	5	100	86	0	14
English Extension 2	-	-	-	-	-	3	100	81	0	19
History Extension	2	100	74	0	26	9	89	71	11	26
Mathematics Extension 1	5	40	82	60	18	4	100	83	0	17
Mathematics Extension 2	1	0	90	100	10	2	100	90	0	10

School Certificate

Students performed above state level in the four School Certificate tests.

- 100% were placed in Bands 6, 5 and 4 in English Literacy as compared to 83% of the state
- 76% were placed in bands 6, 5 and 4 in Mathematics compared to 54% of the state.
- The number of students achieving Band 4 and above for Science (98%) was also higher than for the state (75%).
- In the two Civics and Citizenship exams combined, 88% were placed in the top 3 bands compared to 57% across the state.

Overall, the median result for Year 10 was a Band 5.

Table: School Certificate Test Results

Performance band achievement by %										
Test	2009					2010				
	No of Students	Bands 3- 6		Bands 1- 2		No of Students	Bands 3- 6		Bands 1- 2	
		School	State	School	State		School	State	School	State
English - Literacy	48	96	97	4	3	43	100	95	0	5
Mathematics	49	98	82	2	18	43	95	83	5	17
Science	48	96	91	4	9	43	100	92	0	8
Australian History, Civics and Citizenship	48	96	87	4	13	43	98	80	2	20
Australian Geography, Civics and Citizenship	48	96	88	4	12	43	100	84	0	16

Grades Allocated by %										
Test	2009					2010				
	No of Students	Grades A-C		Grades D,E		No of Students	Grades A-C		Grades D,E	
		School	State	School	State		School	State	School	State
English - Literacy	48	87	77	13	23	43	86	75	14	25
Mathematics	49	86	70	14	30	43	84	67	16	33
Science	48	87	73	13	27	43	96	71	4	29
Australian History, Civics and Citizenship	48	85	71	15	29	43	97	69	3	31
Australian Geography, Civics and Citizenship	48	79	71	21	29	43	84	69	16	31

5. Professional Learning and Teacher Standards

Professional Learning

During 2010, the College conducted 4 Staff Development Days. In Term 1, the first day concentrated on the staff preparing for the school year. The second day was devoted to staff updating their Emergency Care, CPR and Warden training for different forms of evacuation. On Day 3, Greg Griffiths ran sessions on improving Boys' educational outcomes. The final day in Term 4 was devoted to staff well-being and health. This day was run by the Staff Matters Organisation – a branch of Mind Matters. There were also two additional days devoted to Faculty planning and organisation and, after school finished, a session on the use of iPads for the teachers of Year 7 in 2011.

In addition, the following professional development activities were undertaken by staff throughout 2010.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES , JSHAA, Director of Studies conference.	4
Teacher Conferences: AIS programs, Subject associations such as French Teachers, English Teachers, Drama Teachers, Librarian, and Nurses Association	8
Information technology: Interactive Whiteboards, Moodle Moot, Visual Mathematics	4
National Curriculum: National Curriculum Briefing	1
Boys / Girls Education : Engaging Boys and Girls	1
English curriculum: , HSC English, Frankenstein and Bladerunner, Hamlet, Extension 1 writing.	4
Agriculture curriculum: Community Practice, Stage 6 HSC	1
Language Curriculum French, Multi-Lit Professional training	2
Science Curriculum : Astronomy	1
Geography Curriculum : HSC Urban Planning	1
VET Hospitality: HSC course, VET Hospitality	1
Boarding : ABBSA conference	2

The average expenditure per teacher on professional learning in 2010 was \$367.

Teaching Staff

In 2010 the school employed 51 teaching staff; 35 full-time and 16 part-time. Four staff were on leave for the year and one teacher was on exchange in Canada. Itinerant teachers that visit the school to conduct individual instrumental lessons are not included in these numbers.

The categories of teacher qualifications are set out below:

Category	Number
Category 1. Teacher Qualifications from a higher education system with Australia or recognised within the AEI – NOOSR guidelines	49
Category 2. Having a Bachelor degree from a higher education with Australia or recognised within the AEI – NOOSR guidelines but lacking formal teacher qualifications	2
Category 3. Not having qualifications described in (1) or (2) but having relevant successful teacher experience or appropriate knowledge.	0

6. Workforce Composition

The teachers of All Saints' College are ably supported by a professional team of staff who work in a variety of roles. It is important to note the following:

- ASC operates a Clinic staffed by qualified nurses to care for the health needs of all students, particularly boarders. Staff are also cared for as required.
- Specialist Support Staff include Teacher's Aides, Library Assistants, Science Technicians and After School Care workers.
- Two of the boarding staff in 2010 also worked as teachers in the College and one was also part of the Specialist Support Staff, assisting in the Library.
- Only one staff member identified as being of indigenous background.

Area of Work	Full-time	Part-time
Administration	8	11
Boarding	2	12
Cleaning	1	8
Clinic	1	3
Grounds & Maintenance	8	
Specialist Support		6

7. Senior Secondary Outcomes

In 2010, 13.3% of the year 12 cohort participated in vocational or trade training.

Year 12 attaining a certificate/VET qualification:

Year 12	Qualification/Certificate	Percentage of Students
2010	HSC	100
2010	VET qualification	13

8. Student attendance and management of non-attendance

Student Attendance

The following table shows the average daily attendance rate for each year level in the College. These figures do not include part day absences, absences for excursions, sports events and camps, suspensions and extended leave for health or family reasons.

K	1	2	3	4	5	6	7	8	9	10	11	12
98%	96%	96.5%	97%	97%	96%	96%	97%	96%	95%	92%	97%	97%

The average daily attendance rate for Kindergarten to Year 12 is 96%.

As a general rule attendance is not an issue at All Saints' College. Roll Call at the start of the day is followed up by the Student Liaison Officer in the Senior School and the Junior School Secretary in the Junior School. Parents are contacted by phone to check on students who are unaccounted for. Absentees are entered in the school database and circulated to relevant staff so teachers can check attendance at each class. If a student is missing teachers follow the school protocol of notification and a search is initiated if necessary. Attendance remains at a steady high level.

9. Retention of Year 10 to Year 12

Student Retention

86% of students who completed Year 10 in 2008 went on to complete Year 12 in 2010. Of the six students who left at the end of Year 10 2008, four moved to other schools and two (who were overseas students) returned to their home countries as they did not need an Australian HSC for their future plans.

The retention rate at All Saints' College reflects the nature of the College as a country boarding school. Typically, the total Year 12 enrolment is higher than the Year 10 enrolment because a significant number of parents enrol their children at the start of Year 11 with a view to optimising their HSC performance. This is particularly the case for boarding parents who may perceive that the College is offering opportunities - academic, cultural and sporting - not available at their local school. Typically they have left the move to Year 11 for economic reasons.

10. Post School Destinations (Secondary)

Students leave during Years 10, 11 and 12 for a variety of reasons. The following table provides a breakdown of post-school destinations for Years 10, 11 and 12 in 2010 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	7%	0%	0%	0%
Year 11	8%	2%	0%	0%
Year 12	0%	32%	61%	7%

Year 12 Post School Destinations are only known if the student contacts the school to communicate their plans, so it is difficult to give a completely accurate picture for this year group. It should be noted that 25% of the students included in the Apprenticeship/Work category have undertaken either a one year Gap placement overseas or are working for a year before commencing their tertiary education.

11. Enrolment Policies and Characteristics of the Student Body

Student population

The College has around 455 students of whom 262 are in the secondary school. The ratio of boys to girls throughout the school is approximately 4.4:5.6. As it is a comprehensive school, the students come from a wide range of backgrounds, including language backgrounds other than English. There are a number of students with special needs. In addition, the College enrolls overseas students in the Senior School (Years 7-12).

Enrolment policy

All Saints' College Bathurst is a comprehensive co-educational Transition (pre-school) - Year 12 school, in the Anglican tradition, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies. Boarding is available for students in Years 7-12.

This Policy was approved by the College Council on 21 January 2004. Amended 17.11.2009.

1. OBJECT AND APPLICATION

1.1 Object

The object of this *Policy on Student Enrolment* is to ensure that the College's decisions to enrol particular children as students:

- a) are made in a fair, consistent, equitable and transparent manner; and

- b) comply with State and Commonwealth anti-discrimination legislation.

1.2 Application

The *Policy on Student Enrolment* applies to all students and prospective students.

2. CRITERIA FOR ENROLMENT

2.1 Academic Criteria

Children applying for enrolment as students at the College shall meet the academic requirements for enrolment as approved from time to time by the College Council.

2.2 Other Criteria

Children applying for enrolment as students at the College shall meet any other requirements for enrolment as approved from time to time by the College Council.

2.3 Anti-Discrimination Obligations

The College's academic and other criteria approved under 2.1 and 2.2 above, shall comply with State and Commonwealth anti-discrimination legislation.

3. DECIDING APPLICATIONS

3.1 Head of College to Decide

The decision whether to enrol a child at the College will be made by the Head of College. The decision will be based on an assessment of the child's educational, social and spiritual needs and the extent to which the College is likely to be able to meet those needs. Enrolment is also subject to quotas (see 3.2 and 3.3 below).

3.2 Class Quotas

To ensure the College meets its educational and other objectives in relation to the education of its students, the College Council shall set a quota of student places for each class.

An applicant who meets the academic and other criteria for enrolment, may be refused enrolment if a place is not available in the relevant class quota.

3.3 Boarding Quotas

To ensure the College meets its pastoral and related objectives in relation to the students who board at the College, the College Council shall set a quota of student places for each boarding house.

An applicant who meets the academic and other criteria for enrolment as a student at the College, may be refused a boarding place if a place is not available in an appropriate boarding house.

4. RELIGIOUS AFFILIATION

4.1 Christian

Children of any Christian denomination may be enrolled as students at the College.

Such children who are not of the Anglican faith shall be enrolled on the understanding that they shall be taught Christian beliefs and practices from an Anglican perspective through Christian Studies classes and in other ways while at the College and they shall be required to participate in Anglican worship.

4.2 Other Than Christian

Children who have no religious affiliation or whose religious affiliation is other than Christian may be enrolled as students at the College.

Such children shall be enrolled on the understanding that they will be taught Christian beliefs and practices through Christian Studies classes and in other ways and that they will have to attend chapel but they may elect not to actively participate in Christian worship.

5. ADMINISTRATIVE REQUIREMENTS

5.1 Application

Parents and guardians seeking to enrol their child at the College shall apply in accordance with instructions set by the Head of College. Successful applicants shall receive in writing, an offer of enrolment in the College.

5.1.1 Disclosure of Relevant Information

Parents or guardians applying to enrol their child at the College shall be required to disclose all information that will, or has the potential to, affect their child's schooling. In particular:

- a) any special needs their child has, particularly those relating to learning;

- b) any medical, psychological, behavioural or other condition affecting their child's health or well being; and
- c) any parenting or constraint order affecting their child (a copy of such orders must be provided).

Parents or guardians will also be required to present an original Birth Certificate and an Immunisation History Statement for each enrolling child.

5.2 Acceptance of Enrolment

Parents or guardians who wish to accept the offer of enrolment of their child at the College shall comply with the instructions accompanying the offer, which as a minimum, will involve:

- a) returning the appropriate forms including the application and medical history form;
- b) signing the declaration on the offer form to accept the philosophy and values of the College and to abide by the policies and rules of the College; and
- c) paying the enrolment fee.

5.3 Deferment of Enrolment

The parents or guardians of a child who is offered enrolment at the College may apply to the Head of College to defer their child's enrolment for a period not normally exceeding one term.

5.4 Leave of Absence

The Head of College may approve leave of absence for a student for a period not exceeding four consecutive terms.

5.5 Termination of Enrolment

The Head of College may terminate the enrolment of a student whose parents or guardians have failed to meet the obligations of enrolment. In particular for:

- a) providing false or misleading information in relation to their child's application for enrolment; or
- b) withholding information relevant to their child's application for enrolment; or
- c) failing to pay fees.

6. RULES RELATING TO ENROLMENT

The Head of College may make Rules relating to student enrolment that are consistent with this Policy.

12. School Policies

‘Educating the whole person for the challenges of a changing world’

All Saints’ College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for students from Transition to Year 12. The College community:

- Fosters **academic excellence**, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurtures **Christian principles** welcoming people of all faiths and cultures;
- Develops **confidence, integrity and respect** for oneself and others;
- Encourages **independence, responsibility and self-motivation**; and,
- Prepares students to become articulate and valued **citizens**.

March 2009

A. Policies for Student Welfare

All Saints’ College seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented the following policies and procedures are in place:

Policy	Changes in 2010	Access to full text
<p><u>Child Protection Policy</u> encompassing:</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • preventative strategies • reporting and investigating “reportable conduct” • investigation processes • documentation <p><u>Child Protection Protocol</u></p> <ul style="list-style-type: none"> • prevention strategies • supervision strategies 	<ul style="list-style-type: none"> • Nil • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • College website • Parents may request copy by contacting the Executive Assistant
<p><u>Security Policy</u> encompassing:</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school-related activities 	<ul style="list-style-type: none"> • Nil • Nil • Critical Incident Management Plan revised and updated by external consultants June 2010 • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in student diary and handbooks

Policy	Changes in 2010	Access to full text
<p><u>Communication Policy</u> encompassing:</p> <ul style="list-style-type: none"> • formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being 	<ul style="list-style-type: none"> • Student attendance and leave protocols updated 	<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in Student diary and handbooks

B. Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Corporal punishment is not permitted under any circumstances.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The full text of the school's discipline policy and associated procedures is provided to all members of the school community through:

- Staff Handbooks
- Excerpts in the Student Diaries – Junior and Senior School
- The Parent/Student Handbooks – Junior and Senior School (Day and Boarding)

C. Policies for Complaints and Grievances Resolution

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. All processes incorporate, as appropriate, principles of procedural fairness.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Council Policy Manual and on the College Website. It is also available on request from the Executive Assistant.

13. School-determined improvement targets

Achievement of priorities in 2010

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Increase staff use and understanding of ICT 	<ul style="list-style-type: none"> Technology Group to maintain review past priorities and formulate new priority areas for 2010 Recommendations for future developments from Staff (iPads in Year 7 for 2011) Further distribution of Interactive White-boards.
	<ul style="list-style-type: none"> Develop use of student tracking mechanisms 	<ul style="list-style-type: none"> Students supported by Heads of House with system supplied by Director of Curriculum Endeavour Awards presented for Effort Grade averages
Student achievements	<ul style="list-style-type: none"> Maintain highly effective and cooperative teaching and learning environment 	<ul style="list-style-type: none"> Outstanding external examination results in School Certificate and HSC (33rd in NSW)
	<ul style="list-style-type: none"> Continued wide and successful participation in co-curricular activities 	<ul style="list-style-type: none"> Maintained high level of participation in sport and cultural activities Participation in WAS, AICES, CIS events.
Student welfare	<ul style="list-style-type: none"> Implement a revised House system across the Senior School 	<ul style="list-style-type: none"> Development of strong pastoral systems within new houses
	<ul style="list-style-type: none"> Provision of a safe environment for students 	<ul style="list-style-type: none"> Police/Student Liaison Officer conducted seminars with students re social issues Student participation in RYDA program. Staff updated in Emergency Care and CPR

Area	Priorities	Achievements
	<ul style="list-style-type: none"> • Access and sharing of relevant information amongst teaching staff 	<ul style="list-style-type: none"> • Re-organisation of Thursday Briefings with tighter format and quality information shared.
Staff development	<ul style="list-style-type: none"> • OH&S training and awareness • ICT development for staff. 	<ul style="list-style-type: none"> • Staff training for OH&S with committee review. • Introduction of iPads to some staff ahead of student implementation in 2011
Facilities and resources	<ul style="list-style-type: none"> • New library and refurbished multi-purpose hall • Review of maintenance schedule 	<ul style="list-style-type: none"> • BER projects of library and multi-purpose hall completed on time and on budget • Programmed maintenance arranged for old buildings • Upgrade of boarding facilities enabled

14. Initiatives Promoting Respect and Responsibility

The curricular and co-curricular program at All Saints College aims to foster the development of respect and responsibility among our students. There is an expectation of courtesy, good behaviour, care for the community they belong to and respect for all. We endeavour to instil within our students a person who is socially responsible and respectful, academically inquisitive and who sets high standards of personal performance and achievement.

Junior School

Respect and responsibility are everyday aspects of the work of staff in the Junior School. Interactions throughout the day offer opportunities to reinforce these precepts in a meaningful context. In addition the following initiatives are specifically designed to promote, among other things, respect and responsibility in the students.

Formal Assembly

Each week an assembly is run by a different class to emphasise community and school spirit. Students are recognised for achievement across the academic, sport, cultural and co-curricular fields.

Years 5 – 6 Personal Development

The Counsellor and Nurse work with these students on aspects of Physical/ emotional needs, communications, respect for others and anti-bullying initiatives.

Peer Support Program

The Year 6 students are training in peer support and each take a vertical group of students from Years 3 – 5. Part of their activities include a visit each week by one group to an Aged Care facility.

Senior School

The focus of promoting respect and responsibility in the Senior School focuses on the role of the Pastoral Houses. There are five Day Houses - two boys and two girls and a Year 7 House, and four Boarding Houses – Junior and Senior Boys and Girls,. The Day Houses meet three times a week to cover such issues as mentoring, cross age tutoring, connectedness, setting goals, anti-bullying initiatives and interviews with tutors. In addition the following initiatives are specifically designed to promote among other things, respect and responsibility in the students.

Special Assemblies

In addition to the weekly assemblies, there are special event assemblies such as ANZAC Day, Remembrance Day, and Easter.

Prefect Body

This group is involved in fundraising for charities such as Red Nose Day, the Red Cross, Pink Ribbon Day and providing food hampers at Christmas time

Bathurst Youth Council

A small group of students represent the school at the Youth Council which meet to plan and promote activities for the Youth of Bathurst under the auspices of the Bathurst Municipal Council. One initiative that this forum supports is NAIDOC week. The Junior Mayor for this organisation was a student from our school

Brainstorm Theatre & Motivational Media

A theatrical production for Yr 7 and 8 on peer relations and resilience. Years 9-11 also had a production on Peer relations and Cyber-bullying. The Senior School also watched a production entitled “True North” which dealt with problems teenagers encounter, goal setting, resilience and moral concerns

Affirmation and Reward System

Blue Cards were introduced to recognise an exceptional achievement. This enhances the reward system already in place.

International Aid

The School held a trip to Peru where they visited a remote village and provided labour to build bookcases for a classroom and help restore a washed away bridge. Following on from our trip to Nepal in 2009 this is just one way in which we promote respect for a

diversity of cultures from around the world. The school also gave assorted clothing, jumpers and scarfs to remote villages along their trekking route. The clothes were made by students and parents from the school.

15. Parent, Student and Teacher Satisfaction

All Saints' College is a strong and inclusive community. As a result, the College welcomes the involvement of parents through participation in a range of activities typically under the auspices of the Parents' and Friends' Association (P&F). However, community involvement in the College is not limited to the P&F.

There are three sub-branches of the P&F. These include the Junior School, Senior School and Boarding sub-branches. Both the Junior and Senior School sub-branches meet twice a term while the Boarding P&F meet three times a year. The Head of College attends all these meetings to monitor and support the various sub-branches in their objectives to serve the students of the College in line with a long term plan for the College's development.

In 2010 there were a number of large community events bringing together all members of the P&F, the students, staff and the wider community. These events included the Festival of Art in May, the Spring Fair in September, the Junior School P&F Trivia night and many others. These events serve to raise funds that are donated to the College for particular projects in consultation with the Head of College. These funds supplement scheduled capital works programs and assist in the advancement of the College. There were also a number of parent gatherings in the course of the year, such as parent dinners and forums, providing opportunities for parents to mix socially with the parents of other students.

The importance of pastoral care at All Saints' College means that parents have easy access to relevant information and support for their children. The tone of the College is very positive and pro-social. This is demonstrated in the way all people relate to each other on a day-to-day basis. This informal tone is facilitated by a formal system of reporting on academic matters and inquiries of a pastoral nature. In the Senior School (Years 7-12) the Heads of House work closely with Heads of Department to monitor and manage the progress of each student under the direction of the Head of Senior School. In the Junior School (K-6) this is undertaken by the class teacher in consultation with the Head of Junior School. Specialised support for individual students is possible across the College (K-12) with a College Counsellor as well as learning support and support for individual learning needs (including extension, enrichment and remedial work).

Staff meetings in the Junior and Senior Schools are regular and well structured. These meetings are focused on the needs of students by addressing issues related to teaching and learning as well as of a pastoral nature.

There is an open door policy at the College with parents welcome to raise their concerns with staff at the College. The ultimate responsibility for student, parent and staff

satisfaction resides with the Head of College who is always keen to listen to concerns and seek a way forward that will produce long term benefits for the students.

16. Summary of Financial Information

