



All Saints' College Bathurst Annual Report 2011

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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 past twelve months have seen landmark outcomes in academic results, building and refurbishment projects, the enhancement of grounds and the renovation and enlargement of the Hubert J. Richardson Memorial Library and the Kemmis Building. It was my particular pleasure to officiate at the dedication of the Library and the Kemmis Building earlier this year.

Over the years All Saints' has developed a reputation as a centre of educational excellence, where there is a diverse range of activities offered to the students focused on the full development of individual talents and the exploring of the unique potential of each person. The fact that All Saints' encourages students to think not only in terms of the intellectual but also the moral and, therefore, in accordance with their consciences, is its greatest strength. The environment at All Saints' supports students who are passionately committed to striving for ideals, even in the face of seeming opposition on occasions. It is this support that makes All Saints' outstanding.

The tremendous value of the school experience here can be seen in both the success of students at school and 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 very successfully for the P&F with a 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 fulfill our role right across the campus. Included in this was the purchase, supply and installation of a new pool blanket, an automatic computerized deep root irrigation system for the P&F trees at the front of the College and a new kitchen in Watson House (boarding). We supported the completion of Junior School fencing, purchased equestrian equipment, finalized and completed the Memorial Walk, and Chapel area, and installed new lighting to showcase the Chapel at night. We also bought furniture in girls' boarding, purchased and installed new carpet in the Bickerdike Centre and paid for picture books in the Junior School. We also renewed our commitment to purchasing library books for the whole school exceeding \$7000.00.

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*.

Messages from the student bodies

From the School Captains:

As our time at Saints' draws to an end, we are left reflecting on days past - days spent learning and days spent forming lifelong friendships. We are thankful to have been fortunate enough to be fostered within such a nurturing and supportive school. The College has equipped us with the academic and social skills required in the relentlessly developing world and for this we appreciate the wealth of the holistic education which we have received.

Throughout the year the annual traditions such as inter-House sporting carnivals, public speaking and debating competitions as well as the much anticipated House Music Festival, have been a great success. These activities bring closer the College network and also allow Year 12 to lead their peers and oversee the organisation of the competitions - a very rewarding experience.

We are ever appreciative of the immense support and patience from our teachers who have guided us throughout, not only academically in the HSC, but moulding us into young adults and mentoring us as we move into the world. Our memories and experiences here will be carried with us throughout our lives and future endeavours.

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 2011 the National Assessment Program Literacy and Numeracy (NAPLAN) was implemented in its fourth 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 96% of the state.

In Year 5, 94% of students achieved skill bands 4 or higher in Overall Literacy as compared to 85% of the state and 94% achieved skill bands 4 or higher in Numeracy compared to 85% of the state.

Students performed consistently across all aspects of numeracy and literacy this year. It was pleasing to see that students performed well in the Writing component considering it was changed from a Narrative to a Persuasive text type this year.

Table: NAPLAN – percentages above benchmark

2011 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%	100%
Grammar & Punctuation	100%	94%
Number Patterns & Algebra	100%	100%
Measurement, Data, Space & Geometry	100%	100%
Numeracy	100%	100%

Year 7

In 2011 100% 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 6 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, and 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 numeracy. 100% of Year 7 students achieved at Band 5 or above in measurement, data, space and geometry. 100% of students achieved a Band 6 or above in number, patterns and algebra.

Year 9

In 2011 98% of Year 9 students participated in national literacy and numeracy testing.

In the Literacy tests students performed above the state level in three of the four components and on average for the fourth. 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,
- And 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 numeracy,
- 95% of Year 9 students achieved at Band 6 or above in measurement, data, space and geometry,
- and 98% of Year 9 students achieved at Band 6 or above in number, patterns and algebra.

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	
	2010	2011	2010	2011
Reading	100	100	98	98
Writing	100	100	98	98
Spelling	100	100	93	93
Grammar & Punctuation	100	100	95	95
Numeracy	100	100	98	98
Measurement, Data, Space & Geometry	100	100	98	95
Number, Patterns & Algebra	100	100	98	98

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2011, 44 students sat for the NSW Higher School Certificate in 31 courses; 25% achieved an ATAR over 90. One student achieved Band 6s in all 10 Units and made the prestigious Premier's All-Rounders List for Band 6s in all her units. 38 Band 6s and 89 Band 5s were achieved by students across the year group, which shows the strengths and abilities are not confined to the upper echelon of top-performing students. 41% of the students achieved at least one Band 6 and an ATAR over 80. The 38 Band 6s achieved by the students covered almost the complete spectrum of subjects offered by the school including Advanced, Extension and General Maths, Advanced and Extension English, Biology, Chemistry, Economics, Business Studies, Physics, Art, Extension History and PDHPE.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2010					2011				
	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	5	100	79	0	21	7	100	79	0	21
Ancient History	5	100	85	0	15	6	100	85	0	15
Automotive	-	-	-	-	-	2	100	95	0	5
Biology	14	93	90	7	10	13	100	88	0	12
Business Studies	21	100	90	0	10	18	94	87	6	13
Chemistry	13	100	89	0	11	15	93	91	7	9
Design & Technology	2	100	96	0	4	7	100	94	0	6
Drama	-	-	-	-	-	3	100	98	0	2
Economics	5	100	84	0	16	6	67	87	33	13
English - Advanced	17	100	99	0	1	12	100	98	0	2
English - Standard	27	96	72	4	28	31	77	73	23	27
French Continuers	-	-	-	-	-	1	100	97	0	3
Geography	7	100	92	0	8	4	100	90	0	10
Hospitality	5	100	83	0	17	11	100	97	0	3
Information Processes & Technology	-	-	-	-	-	1	0	83	100	17
Legal Studies	7	100	83	0	17	1	100	89	0	11
Mathematics	10	100	89	0	11	10	100	91	0	9
Mathematics General	23	100	85	0	15	27	96	80	4	20
Modern History	12	100	91	0	9	16	94	90	6	10
Music 1	3	100	98	0	2	4	100	97	0	3
Music 2	-	-	-	-	-	1	100	100	0	0
PD, Health & PE	16	100	93	0	7	12	83	90	17	10
Physics	5	100	92	0	8	3	100	92	0	8
Visual Arts	9	100	98	0	2	3	100	98	0	2

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2010					2011				
	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	5	100	86	0	14	5	80	84	20	16
English Extension 2	3	100	81	0	19	1	100	84	0	16
French Extension	-	-	-	-	-	1	0	89	100	11
History Extension	9	89	71	11	26	7	67	74	33	26
Mathematics Extension 1	4	100	83	0	17	3	100	86	0	14
Mathematics Extension 2	2	100	90	0	10	2	100	92	0	8
Music Extension	-	-	-	-	-	1	0	99	100	1

School Certificate

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

- 95% were placed in Bands 6, 5 and 4 in English Literacy as compared to 87% of the state
- 70% were placed in bands 6, 5 and 4 in Mathematics compared to 49% of the state.
- The number of students achieving Band 4 and above for Science (91%) was also higher than for the state (71%).
- In the two Civics and Citizenship exams combined, 83% were placed in the top 3 bands compared to 59% across the state.

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

Table: School Certificate Test Results

Performance band achievement by %										
Test	2010					2011				
	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	43	100	95	0	5	43	95	96	5	4
Mathematics	43	95	83	5	17	43	88	78	12	22
Science	43	100	92	0	8	43	98	95	2	5
Australian History, Civics and Citizenship	43	98	80	2	20	44	93	90	7	10
Australian Geography, Civics and Citizenship	43	100	84	0	16	44	95	88	5	12

Grades Allocated by %										
Test	2010					2011				
	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	43	86	75	14	25	50	82	75	18	25
Mathematics	43	84	67	16	33	49	80	68	16	32
Science	43	96	71	4	29	50	86	72	14	28
Australian History, Civics and Citizenship	43	97	69	3	31	50	80	68	20	32
Australian Geography, Civics and Citizenship	43	84	69	16	31	50	90	69	10	31

5. Professional Learning and Teacher Standards

Professional Learning

During 2011, the College conducted six Staff Development Days. In Term 1, the first day concentrated on the staff preparing for the school year while the day at term's end was devoted to Child Protection awareness - Identifying and responding to Risk of Harm. Only one day was allocated to Staff Development in Term 2 with staff updating their Emergency Care and CPR accreditation. On July 18th in Term 3, Warden training for different forms of evacuation and iPad training were the day's focus. The two days in Term 4 were devoted to Faculty planning and organisation for 2012.

In addition, the following professional development activities were undertaken by staff throughout 2011.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES , JSHAA, AIS Senior Executive course	4
Teacher Conferences: Subject associations such as French Teachers, English Teachers, Economics Teachers, History Teachers Librarian and Nurses Association	8
Information technology: Interactive Whiteboards, iPads	5
Record of School Achievement: Board of Studies Briefing	2
Sport : Sports safety, Cricket Level 1 course, Rugby Foundation	4
English curriculum: Resolving the new Australian Curriculum, HSC English Module	3
Language Curriculum Language teaching	1
Science Curriculum: Researching in Biology	1
Geography Curriculum: HSC Urban Planning	1
Mathematics: Supporting Struggling Students	1
Boarding: ABSA conference	2
Pastoral care / Well-being: Peer Support Training, RAGE: Anger management, Happiness and its courses. Health and Education	6
Other: The Fair Work Act, Senior First Aid, Anglican Schools Conference, OH+S Training, Authentic Assessment and Learning	6

The average expenditure per teacher on professional learning in 2011 was \$304.

Teaching Staff

In 2011 the school employed 46 teaching staff; 33 full-time and 13 part-time. Itinerant teachers that visit the school to conduct 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	46
Category 2. Having a Bachelor degree from a higher education with Australia or recognised within the AEI – NOOSR guidelines but lacking formal teacher qualifications	0
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 Health Centre staffed by qualified nurses to care for the health needs of all students, particularly boarders. Staff are also cared for as required. The Centre was restructured early in the year and staff reduced from 4 to 2 part-time.
- Specialist Support Staff include the School Counsellor, Teacher's Aides, Library Assistants, Science Technicians and After School Care workers.
- One of the boarding staff in 2011 also worked as a teacher in the College.
- No staff members identified as being of indigenous background.

Area of Work	Full-time	Part-time
Administration	10	7
Boarding	2	14
Cleaning	3	4
Clinic	1 / 0	3 / 2
Grounds & Maintenance	6	1
Specialist Support	0	8

7. Senior Secondary Outcomes

In 2011, 36% 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
2011	HSC	100
2011	VET qualification	36

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
94%	95%	95%	96%	91%	96%	95%	96%	95%	92%	95%	94%	97%

The average daily attendance rate for Kindergarten to Year 12 is 95%.

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

82% of students who completed Year 10 in 2009 went on to complete Year 12 in 2011. Of the seven students who left at the end of Year 10 2009, five moved to other schools (one due to family relocation) and two boarders returned home to resume day schooling.

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 2011 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	7%	2%	0%	0%
Year 11	2%	0%	0%	2%
Year 12	0%	30%	61%	9%

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 half 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 460 students of whom 265 are in the secondary school. The ratio of boys to girls throughout the school is approximately 4.3:5.7. 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 2011	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"> • Staff titles updated • 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 in the light of Emergency Response Procedures provided by external consultants • Nil 	<p>Full text in</p> <ul style="list-style-type: none"> • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in student diary and handbooks • Relevant text in staff handbooks

Policy	Changes in 2011	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"> • 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

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 2011

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"> Introduction of iPads in Year 7 students and teachers Distribution of iPads to Senior School teachers Development of intranet (Moodle) for student work and teaching resources.
	<ul style="list-style-type: none"> Develop use of student tracking mechanisms 	<ul style="list-style-type: none"> Students supported by Heads of House. Pastoral care underpinning Academic care. 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 student performance in external examinations (NAPLAN, School Certificate and HSC)
	<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"> Review student welfare processes and oversight by staff 	<ul style="list-style-type: none"> Restructured Student Welfare group across the school (Junior and Senior School)
	<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.

Area	Priorities	Achievements
	<ul style="list-style-type: none"> Maintaining excellent communication between staff on student welfare issues. 	<ul style="list-style-type: none"> Effective use of Thursday morning briefings
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 all Senior School staff
Facilities and resources	<ul style="list-style-type: none"> Refurbish existing facilities Review of maintenance schedule 	<ul style="list-style-type: none"> Extensive cosmetic changes with recarpeting and painting Programmed maintenance arranged for old buildings Upgrade of boarding facilities undertaken

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. In line with the National Safe Schools Framework, the College implements policies and programs that nurture a safe and secure environment where each individual feels valued and connected.

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 classes to emphasise community and school spirit. Students are recognised for achievement across the academic, sport, cultural and co-curricular fields.

Yrs 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 three Pastoral Houses for students in Years 8 -12, and a Year 7 Pastoral House. Also, the school has two Boarding Houses, one for girls and one for boys that coincides with Pastoral Houses. The Pastoral 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.

Peers Support Training

In 2011, all Year 10 students received training from their Heads of House following the Peers Support Training Program. A small group were selected to then work with Year 7 students when they officially left their Year 7 House and joined their Pastoral House in Term 4

Special Assemblies & Ceremonies

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

Student representatives and the Head of College were invited by the Governor of NSW to attend the re-naming of a highway in central NSW after a former student and Victoria Cross recipient from WW1.

The School Captains are invited to carry an aboriginal message stick as part of Bathurst CSU graduation ceremonies.

Prefect Body

This group is involved in fundraising for organisations such as Red Nose, Red Shield and Pink Ribbon, and providing food hampers at Christmas time for the Lions/2BS Christmas Miracle Appeal.

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 & Cycle Productions	A theatrical production for Yr 7 and 8 on peer relations and peer pressure entitled 'The Hurting Game'. Years 9 -11 also had a production on risk-taking called 'Cheap Thrills'. The Senior School also watched another two productions entitled "What about me" (which dealt with problems teenagers encounter, goal setting, resilience and moral concerns) and " i-log on therefore I am" (dealing with peer pressure and cyber bullying).
International Aid	<p>The School held a special stall at the Spring Fair to raise funds for La Pagina en la Puerta (the page in the door) in Cuzco, Peru. This is an organisation that gives poor children a chance to cultivate the joy of reading, grow as people, realise their potential and develop self-esteem through reading in a positive and nurturing environment. The school was introduced to the voluntary director during their visit to Peru in 2010.</p> <p>Following a visit to the school by Fr Domingos from Laclubar in East Timor and a presentation to our students, the school is investigating ways in which it can assist a remote village in the mountains of that country.</p>

15. Parent, Student and Teacher Satisfaction

All Saints' College is very well supported by parent groups within the school. The hectic schedule of parent run events through the year bring together parents, students, teachers and members of the extended community.

The Parents' and Friends' Association (P&F) has three sub-branches. 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. Parents also support specific co-curricular school activities with less formal but highly effective parent groups involved in the activities of Rugby and Equestrian.

In 2011 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. Staff participate actively in all these events in their organisation and at the occasion.

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 also a Student Well-Being Team comprising the Head of Junior School, School Counsellor and Learning Support Staff. This group meets regularly to review and plan programmes to support students at the school.

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. The College's Grievance Policy is available on the website for all to see.

16. Summary of Financial Information

