



All Saints' College Bathurst Annual Report 2012

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

Message from the College Council

In July 2012 ahead of his retirement in November of that year, Bishop Richard Hurford stepped down from the position of Chairman of the All Saints' College Council. Sir Robert Woods was appointed as the new Chairman of Council from August 2012.

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

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 wholistic environment at All Saints' supports students who are passionately committed to striving for ideals, even in the face of seeming opposition on occasions. This atmosphere facilitates student aspirations, not only for themselves for each other. It is these distinctive characteristics that make All Saints' an outstanding school.

The tremendous value of the school experience at All Saints' College can be seen in the success of students at school, the success of its students as they move from their school years into the wider world and the vibrancy of the school community on a day to day basis. As an influential learning environment leading its local community for nearly 140 years, the school has an ongoing commitment to the students, their families, staff, the wider College community as well as the general community of Bathurst.

Sir Robert Woods
Chair of the College Council

Message from the P&F

All Saints' College Parents' & Friends' has had an interesting year with changes to the committee structure being implemented. The three former sections, Boarding, Junior and Senior, have combined to form one committee and are now a cohesive team with everyone working together.

We have seen many projects undertaken previously and these have been completed this year. One example is the pirate ship in the Junior School playground. If you have time, go and watch the budding young Captain Jack Sparrows or the formidable Captain Barbosa take aim at the Kraken which lives under the sand pit. I might add that there are many fathers out there with blood blisters on fingers and blackened thumb nails. Thank you.

Another large project was the air conditioning for the girls boarding. The boarding parents worked hard in seeing this project through to the end. It was completed in two stages.

On a more serious matter however the Fast For Word Program is being used throughout the whole school and has become an important part of the education assessment for students with learning difficulties.

More books have been purchased for the school library thus encouraging the students to become active readers.

As our school grows in numbers it was decided that a defibrillator was needed in the front section of the college as well as the college clinic area. Staff working in these sections have been given the necessary training on how the machine works.

An estimate of funds spent during the year is approximately \$22,000. It is important for All Saints' College to have an active committee which works tirelessly for current and future students of the College. I encourage all parents to become active members of the Parents' and Friends' Committee as our school community plays an important role in our childrens' lives. - *Margaret Gaal*

Messages from the student bodies

From the School Captains:

As we reflect on the year that has been, it is hard to pass over any of the events that have shaped it. 2012 was a hugely successful year for growth in school spirit, character and sporting achievements, as the culture of All Saints' College was demonstrated in all aspects of its day to day life. Our short time at the College is now in its final stages and we look back fondly on the times spent with our friends and teachers and the valuable lessons of life learnt inside and outside the classroom. The friendly and supporting nature of the school enabled us to grow with the extra-curricular opportunities assisting our development as individuals.

The healthy rivalry between the sporting Houses saw close competition for all the inter-House events. Once again the All Saints' spirit was captured in various fundraising events throughout the year. One such example was typified in Jessie-Leigh Drew's shaving off her luxurious locks in support of cancer research.

It is the supportive nature of the College that encourages individuality in a close knit community of friends, family and staff. The extensive time and effort contributed by the teachers of the College never goes unnoticed and is always appreciated by students, especially so in Year 12 where their assistance is invaluable in achieving our goals for the future. With our hopes and ambitions for the future, it is the knowledge, guidance and relationships provided by teachers that help make this possible. A special mention should go to Mr Stewart Ross whose support and organisation is instrumental in the smooth operating of the Senior School. His leadership is particularly valued by this year's Prefects.

'Big Night Out' saw us come together as a group to raise money for the Year 12 present to the College. It featured many notable performances, revealing hidden talents and highlighting the students' abilities across the board. Alanna D'Adam and Joshua O'Regan contributed a significant amount of time and effort to the event which resulted in a highly successful night that will be remembered by all.

As our time at All Saints' comes to a close we recognise the contribution that our classmates and peers have had in shaping our experiences and memories of adolescence. We thank them for making the past six years so enjoyable and for the positive influence each and every one of them has had on our development as young adults. It is the students who have gone before us who also inspired us to embrace the many opportunities at All Saints' College and we hope that we too might serve as symbols of inspiration and responsibility to those who follow us.

As the 2012 Captains we are proud to be graduates of a college that values attributes of leadership, humility and perseverance within an environment that allows each individual to realise their potential. The unique atmosphere of All Saints' is one that will be dearly missed and never forgotten.

As we depart, we wish all our fellow students and teachers the best for the future.

Message from the Junior School SRC

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.

During 2012, the SRC helped co-ordinate the use of sporting equipment for students to use during lunch times. They also ran a Junior School Disco with the theme " Crazy Hair" where money raised is used to purchase items for the Junior School. Meeting times were also devoted to discuss areas in which students identified, improvements could be made.

2. Contextual Information

All Saints' College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for 500 students from Pre-Kindergarten 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 2012 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 93% of the state and 100% achieved skill Bands 2 or higher in Numeracy compared to 91% of the state.

In Year 5, 90% of students achieved skill bands 4 or higher in Overall Literacy as compared to 92% of the state and 95% achieved skill bands 4 or higher in Numeracy compared to 95% of the state.

Students performed consistently across all aspects of numeracy and literacy this year. There were no Year 3 students below minimum national standards for literacy and numeracy and there were 2 Year 5 students below minimum standards in each discipline. These students have already been identified as children with special learning needs and adjustments have been made to the curriculum and teaching program to accommodate their needs.

Table: NAPLAN – percentages above benchmark

2012 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 4 or higher
Reading	100%	91%
Writing	100%	82%
Spelling	100%	78%
Grammar & Punctuation	100%	87%
Number Patterns & Algebra	95%	76%
Measurement, Data, Space & Geometry	95%	81%
Numeracy	90%	81%

Year 7

In 2012 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. 98% of Year 7 students achieved at Band 5 or above in reading, 93% of Year 7 students achieved at Band 5 or above in writing, 93% 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 each of the three components. 98% of Year 7 students achieved at Band 5 or above in numeracy. 98% of Year 7 students achieved at Band 5 or above in measurement, data, space and geometry. 98% of students achieved a Band 5 or above in number, patterns and algebra.

Year 9

In 2012 100% of Year 9 students participated in national literacy and numeracy testing.

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

- 100% of Year 9 students achieved at Band 7 or above in reading,
- 91% of Year 9 students achieved at Band 6 or above in writing,
- 96% of Year 9 students achieved at Band 6 or above in spelling,
- And 98% 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 each of the three components:

- 100% of Year 9 students achieved at Band 6 or above in numeracy,
- 100% of Year 9 students achieved at Band 6 or above in measurement, data, space and geometry,
- and 100% 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	
	2011	2012	2011	2012
Reading	100	98	98	100
Writing	100	98	98	91
Spelling	100	93	93	96
Grammar & Punctuation	100	100	95	98
Numeracy	100	98	98	100
Measurement, Data, Space & Geometry	100	98	95	100
Number, Patterns & Algebra	100	98	98	100

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2012, 46 students sat for the NSW Higher School Certificate in 29 courses; 22% achieved an ATAR over 90. Three students achieved Band 6s in all 10 Units and made the prestigious Premier's All-Rounders List. 38 Band 6s and 85 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. 30% 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 Biology, Advanced and Standard English, Visual Arts, Extension, Advanced and General Maths, Drama, Chemistry, Modern, Ancient and Extension History, Extension Music, Economics, Design & Technology and Hospitality.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2011					2012				
	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	7	100	79	0	21	6	83	75	17	25
Ancient History	6	100	85	0	15	10	100	76	0	24
Automotive	2	100	95	0	5	1	100	93	0	7
Biology	13	100	88	0	12	22	100	90	0	10
Business Studies	18	94	87	6	13	12	91	89	9	11
Chemistry	15	93	91	7	9	12	100	90	0	10
Design & Technology	7	100	94	0	6	6	83	93	17	7
Drama	3	100	98	0	2	4	100	98	0	2
Economics	6	67	87	33	13	6	100	87	0	13
English - Advanced	12	100	98	0	2	12	100	99	0	1
English - Standard	31	77	73	23	27	33	81	78	19	22
English - ESL	-	-	-	-	-	1	100	89	0	11
Geography	4	100	90	0	10	4	100	87	0	13
Hospitality	11	100	97	0	3	6	100	97	0	3
Legal Studies	1	100	89	0	11	13	92	88	8	12
Mathematics	10	100	91	0	9	10	100	91	0	9
Mathematics General	27	96	80	4	20	27	100	80	0	20
Modern History	16	94	90	6	10	16	94	90	6	10
Music 1	4	100	97	0	3	3	100	98	0	2
Music 2	1	100	100	0	0	3	100	100	0	0
PD, Health & PE	12	83	90	17	10	6	100	86	0	14
Physics	3	100	92	0	8	10	100	91	0	9
Visual Arts	3	100	98	0	2	10	100	99	0	1

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2011					2012				
	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	80	84	20	16	4	100	87	0	13
English Extension 2	1	100	84	0	16	1	100	78	0	22
History Extension	7	67	74	33	26	7	86	66	14	34
Mathematics Extension 1	3	100	86	0	14	7	57	85	43	15
Mathematics Extension 2	2	100	92	0	8	1	100	89	0	11
Music Extension	1	0	99	100	1	2	100	99	0	1

5. Professional Learning and Teacher Standards

Professional Learning

The school continues to provide extensive professional learning and support for teachers during the 2012 reporting period. As in previous years, this involved school professional days, group and individual experiences. All Saints' College also supports staff to maintain their professional accreditation with the NSW Institute of teachers.

During 2012, the College conducted 7 Staff Development Days. In Term 1, the first day concentrated on the staff preparing for the school year. At the start of Term 2 staff updating their Emergency Care and CPR accreditation and the last day of the term was devoted to Faculty planning. On July 16th in Term 3 staff undertook Anaphylaxis and Asthma training and at terms end a 2013 Calendar meeting was conducted. The 2 days in Term 4 were devoted to Warden training for different forms of evacuation and Life Skills syllabus programing as well as Faculty planning and organisation for 2013.

In addition, the following professional development activities were undertaken by staff throughout 2012.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES , JSHAA, MSSD funding, Peer Partnering course (PPA) Senior Executive, HoD training, Keys to School leadership	8
Teacher Conferences: , Subject associations such as, Economics Teachers, History Teachers Librarian, and Nurses Association	5
Information technology: E books, iPads for musicians, IT Managers conference	3
Accreditation:- Band 1 and 3 accreditation	3
Board of Studies: Board of Studies Briefing	1
Sport : Rugby Foundation SMART rugby	4
English curriculum: , Imaginative writing in Ext 1	1
Language Curriculum French teaching	1
History Curriculum : Albert Spiers, Western Front, The Home Front, Modern History - Germany	1
Economics Curriculum Global and Australian Economics	1
Boarding : ABBSA conference	1
Pastoral care / Well-being:,. Education and Mental Health, Brain Science, Hearing Impairment in the classroom	9
Other : IEU training, Senior First Aid, First Aid, Anglican Schools Conference, WH + S Training, Teacher Exchange and Mentoring, THRASS training	2

The school is committed to providing quality education. One factor in achieving this is supporting continuous learning through the provision professional development. The average expenditure in 2012 for professional learning activities was \$265.00 per teacher.

Teaching Staff

In 2012 the school employed 46 teaching staff; 30 full-time and 19 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	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	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	6	9
Boarding	1	4
Cleaning	3	4
Clinic	1	1
Grounds & Maintenance	4	1
Specialist Support	0	7

7. Senior Secondary Outcomes

In 2012, 15% 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
2012	HSC	100
2012	VET qualification	15

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
92%	93%	91%	93%	94%	93%	92%	89%	91%	88%	81%	93%	93%

The average daily attendance rate for Kindergarten to Year 12 is 91%.

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

81% of students who completed Year 10 in 2010 went on to complete Year 12 in 2012. Of the eight students who left at the end of Year 10 2010, 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 2012 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 525 students of whom 315 are in the secondary school. The ratio of boys to girls throughout the school is approximately 1:1.2. 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 Pre-Kindergarten -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 wellbeing; 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 2012	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 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 2012	Access to full text
<p><u>Supervision Policy</u> encompassing:</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<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
<p><u>Pastoral Care</u> encompassing:</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Health care procedures • Critical incident policy • Homework policy 	<ul style="list-style-type: none"> • Nil • 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"> • Staff Handbooks • Council Policy Manual • Parents may request copy by contacting the Executive Assistant • Relevant text in Student diary and handbooks

Policy	Changes in 2012	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 2012

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Integration of ICT 	<ul style="list-style-type: none"> Extension of iPad program for Year 7 and 8 students and Senior School teachers Further development of intranet (Moodle) for student work and teaching resources.
	<ul style="list-style-type: none"> Ongoing development of student tracking mechanisms 	<ul style="list-style-type: none"> A culture of Academic Care amongst staff underpinned by Pastoral Care delivered by all staff. Endeavour Awards presented for Effort Grade averages in Senior School (Years 7-12)
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 ISW, WAS, AICES, CIS events. Student representation beyond school for WAS, ISA, AICES and CIS
Student welfare	<ul style="list-style-type: none"> Maintain a student centred focus in all matters. 	<ul style="list-style-type: none"> Restructured Student Welfare group across the school (Junior and Senior School)
	<ul style="list-style-type: none"> Promote and educate a safe environment for students beyond school. 	<ul style="list-style-type: none"> Police Youth Liaison Officer conducted seminars with students re social issues Student participation in RYDA program. Motivational Media presentation. Adolescent health seminars provided to students.

Area	Priorities	Achievements
	<ul style="list-style-type: none"> Maintaining excellent communication between staff on student welfare issues. 	<ul style="list-style-type: none"> Student focus at Thursday morning Briefing. Also raising “Students of Concern” at fortnightly Head of House, Head of Dept. and Junior School staff meetings.
Staff development	<ul style="list-style-type: none"> ICT development for staff. 	<ul style="list-style-type: none"> Integration of electronic white boards Professional learning opportunities for staff use of iPads
Facilities and resources	<ul style="list-style-type: none"> Ongoing maintenance of existing facilities Review of maintenance schedule 	<ul style="list-style-type: none"> Extensive cosmetic changes with recarpeting and painting Programmed maintenance maintained for old buildings Upgrade of boarding facilities continued.

14. Initiatives Promoting Respect and Responsibility

All Saints’ College strives to provide the best, most supportive and safe environment for learning, self-discovery and personal development. Ensuring the emotional wellbeing of all students is central to the All Saints’ ethos of care. It is designed to encourage in each student a deep understanding of and responsibility for self and others, along with the confidence and resilience to positively shape their future. The purpose of Pastoral Care is to provide an environment which promotes the physical, emotional, social, spiritual and intellectual well-being of all students. Students are made aware of, and have access to, appropriate pastoral care arrangements and access to, and use of counselling within the School and appropriate external agencies.

Engendering **respect** and **responsibility** are everyday aspects of the work of teachers and other staff in the school. Many interactions throughout the day provide opportunities to reinforce these precepts in a meaningful context.

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

Association with Macquarie Care Centre

Each week a peer support group attend Macquarie Care Centre to participate in a game of Bingo with their elderly residents.

Senior School

The focus of promoting **respect** and **responsibility** in the Senior School focuses on the role of the Pastoral Houses. There are 3 Houses for students in Years 8 -12, and a Year 7 House. Also, the school has 2 Boarding Houses, one for girls' and one for boys' that coincides with Pastoral Houses. The House system remains vital to the pastoral care program within the College. A key focus for Housemasters are structured activities within tutor periods based on a range of age appropriate activities designed to creates conversations. The sense of belonging engendered through attachment to a House is further strengthened through a broad range of inter-House competitions.

In addition, the following initiatives are specifically designed to promote among other things, **respect** and **responsibility** in the students.

Code of Behaviour	Appropriate behaviours based on respect and responsibility ate stated in the student diary
Religious Education and Chapels	These programs often explicitly promote respect and responsibility.
Special Assemblies & Ceremonies	In addition to the weekly assemblies, special event assemblies such as ANZAC Day, Remembrance Day, and Easter celebrations are always held..
House Captains and Vice Captains	There are five House Captains and five Vice Captains who working in 2012 to support Housemasters in engendering House spirit and planning events and involvement

Leadership	Multiple opportunities are provided, from the School Prefect system, based on the principle of service, to sports, and cultural and pastoral activities. During 2012, this group was involved in a number of fundraising activities for organisations such as Red Nose, Red Shield, Pink Ribbon and providing food hampers at Christmas time for the Lions/2BS Christmas Miracle Appeal.
Weekly Newsletter	Articles are published specifically on respect and responsibility
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 supported in 2012 was a dance party.
Brainstorm Theatre, & Motivational Media	A theatrical production for Yr 7 and 8 on peer relations and bullying – ‘Verbal Combat. Years 9 -11 also had a production on responsible use of technology and cyber-bullying entitled “Cyberia” The Senior school also watched a multimedia presentations called “iRISK a that contains powerful images and messages about the value of planning for our lives and making good choices in relationships with others.
International Aid	<p>The School holds 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, realize 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 and continues to supports this Charity.</p> <p>A number of Houses also sponsor individual children though such organisations as World Vision.</p>

15. Parent, Student and Teacher Satisfaction

All Saints’ College is very well supported by school-based parent. The schedule of parent organised events through the school year bring together parents, students, teachers and members of the extended community.

The organisation of the Parents’ and Friends’ Association (P&F) was reviewed in 2012 and brought into line with the All Saints’ College Ordinances governing the school. In recent years there had been three sub-branches. These included the Junior School, Senior School and Boarding P&F committees. Since September 2012 compliance with

the relevant Ordinance “The All Saints’ College Parents’ and Friends’ Association” has become a single body, presenting a single set of financial statements. The financial statements identify the two subcommittees within the P&F Association, attributing funds raised specifically by them and enabling expenditure of those funds by the relevant sub-committee. The executive of the P&F meet twice a term the week before the meeting of the P&F Association. The Junior School sub-committee also meets twice a term while the Boarding sub-committee meet four times a year (once a term). All meeting dates are published in the school calendar that is circulated to the school community in January of that year. The Head of College (or delegate) attends the meetings of the P&F Association, Junior School sub-committee and Boarding sub-committee to support them in their objectives to serve the students of the College in line with a long term plan for the College’s development. Parent groups also effectively support the activities of Rugby and Equestrian. Funds raised by these two groups are managed through the school accounts and available to the groups on request for expenditure and advancement of Rugby and Equestrian activities at the school.

In 2012 there were a number of large community events organised by parents bringing together all members of the P&F, the students, staff and the wider community. These events included both the Show Jumping Day and the Festival of Art in May, the Spring Fair in September, the Junior School Picnic in March and an outdoor movie night on a school oval in November. These events serve to raise funds that are donated to the College to supplement scheduled capital works programs and assist in the advancement of the College. These events also provide opportunities for important social interaction and “community building” with this school community. There were also a number of gatherings in the course of the year, such as Year dinners, morning teas and parent forums in addition to end of season sporting dinners. These occasions provide opportunities for parents to mix socially and engage the school community. The Staff participate consistently in all these events.

Parents have ready access to teaching staff and the relevant information to support their children. This information is available through informal interaction with teachers at social events and through a formal pastoral care system. Teachers are always conscious of their responsibilities and influence in regard to student welfare. The family environment of the school is frequently identified as a strength of the school and a distinctive feature of its character. The tone of the College is very positive and pro-social. This extends beyond the students to the way the school community interacts.

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 (PreK-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 (PreK-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 managed by the Head of Junior School. These meetings are regular and well structured. They focus 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. It is a feature of All Saints' College that the Head of College is accessible to the community on all matters. The Head understands the importance of demonstrating a genuine interest in concerns raised and his obligation to seek a way forward to will facilitate long term benefits for the students.

A complaint register is held by the Deputy Head (Head of Senior School) and for matters not resolved satisfactorily, the College's Grievance Policy is available on the website for public access (with other key policies).

16. Summary of Financial Information

