



All Saints' College Bathurst Annual Report 2013

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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 three sub-committees (Finance, Strategy and Governance as well as a Capital Development sub-committee) to deal with specific aspects of its work. The College Council also works collaboratively with other groups within the College, such as the Parents' and Friends' and the All Saints' College Foundation who operate under the auspices of the College.

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. All Saints' College understands its place in the wider community and actively seeks to be involved in it. The College Council is an important component of this vision.

It has been decided that Sir Robert Woods' role as Chairman will conclude at the end of 2013. He will become the Deputy Chair with the President and Bishop of Bathurst, Ian Palmer, to take the role of Chairman from January 2014.

Sir Robert Woods
Chair of the College Council

Message from the P&F

Once again the Parents' and Friends' Association from All Saints' College have worked tirelessly with the staff for the betterment of our students and the College. Our ongoing program of holding meeting throughout the school has encouraged parents to visit the classrooms where their children meet their challenges.

Earlier this year the parents in the Junior School ran some very successful fundraising programs. For all those trivia buffs out there the Trivia Night was a definite hit, not to be missed next year. The Cadbury Bonanza has been a sweetener for fundraising. While this event was organised by the parents, the product was sold outside the school.

The Boarding parents this year have assisted with work being carried out in areas near Marsden and Watson Houses. Both boarding houses have appreciated the generosity of hoarding parents as they concrete paths, paint pergolas and establish gardens.

This year our school was selected to hold the CWA public speaking competition for the Central West. Parents, past and present assisted in providing lunch, drinks and treats for competitors and visitors on the day. We are grateful to the CWA for selecting our school. More than 300 people came to All Saints' on the day.

The Art Show has been and gone with many artworks being sold to admirers from all over the state. This year our Association was fortunate to have artists representing a wide variety of mixed media. From ceramics to paintings and from jewellery to sculptures, we had all sections covered. This has been a very worthwhile project.

Thank you to all those parents and friends who give up their valuable time for this wonderful school. Your efforts are appreciated. As prospective parents and friends take time to walk around the school and admire the buildings and grounds, you should feel proud as you have contributed to the wonderful ambience this school holds
- *Margaret Gaal*

Messages from the student bodies

From the School Captains:

The time fast approaches where we must say our final goodbyes and inevitably we come to reflect upon everything that life at All Saints' has given us. Our final year, 2013, has been one of mixed emotions - from joy to chaotic stress amidst a spectrum of learning experiences for which we have become better people - and a myriad of events that reflect the many facets of life at the College.

The supportive, generous nature of All Saints' shone through in numerous charity fundraisers such as the World's Greatest Shave. This year an impressive number of Year 12 students displayed great initiative and selflessness in sacrificing their locks in the name of cancer research. Congratulations must go to Hilary Orth, Ben Peterson, Colin Whitchurch, Ching Hei (Heison) Yuen, Jackson Foley, Benjamin Vance, Mr Matthew Cividin and Mrs Megan Hitchick whose efforts resulted in well over \$1000 being raised. The school community also came together to raise valuable funds for the Biggest Morning Tea and Jeans for Genes Day, again showing the ready willingness of the students and staff to put themselves forward for a great cause.

2013 also saw the return of a Senior School disco in the brightly energetic form of the Candyland Disco, a night of lively atmosphere, creative costumes and a memorable time was had by all. Many thanks go to the great number of people who made the night not only possible but a huge success, which strengthened bonds in the community and raised money for charity.

Also re-introduced this year was the Student Representative Council (SRC), arising from the prefect committee meetings which focused upon the prefect body's keen ambition to contribute and make a difference to the school environment. The SRC provided the opportunity for potential future leaders of the school to team together and discuss ways to bring into the school changes for the better. The great drive and initiative that the student representatives demonstrated is a credit to themselves and we can be confident we are

leaving the leadership of the student body in capable hands. Mrs Tessa Jones must be commended for her hard work and dedication to the job as co-ordinator of both these groups. We are hugely grateful for her behind-the-scenes work and experienced guidance, without which these groups could not have been as successful.

The College has also once again excelled in all sporting and artistic fields, with premierships and awards falling left, right and centre and the Music faculty yet again providing a stellar year of entertainment. The numerous performances and shows at events such as the Festival of Art, Big Night Out (brought together by the tireless efforts of Year 12 student Ellenor Krebs), the Year 12 Soiree and Abercrombie House dinners displayed the range of incredible talent that the school possesses. As well as the continuous development of multiple bands and ensembles, the music programme appears to be headed towards a bright future.

Further within these extra-curricular fields, the school's endeavour and dedication to achieving greatness, not only for individuals themselves but for each other, was an underlying factor in the College's success across the board. With teamwork and school spirit held highly amongst various groups, a strong sense of enrichment was felt in the sporting and artistic community. The school body's efforts in the Inter-House events in swimming, cross country, athletics, public speaking and debating and the Inter-House Music Festival highlighted the positive and sportsman-like attitude towards healthy competition. Their consequent desire to strive for the House Supremacy Cup, which Long House once again deservedly took out, was also evident. The Inter-House Music Festival, an event much anticipated by the whole school community, smashed expectations and raised the bar even higher for future years. Praise must go to the Year 12 cohort for the manner in which they bonded and worked together during this time, overcoming personal differences and putting aside self-oriented competitiveness in place of a helping hand.

As we reflect on these events we are led to truly appreciate the rich diversity of cultures and education - beyond the traditional definition - that this school offers and the values it stands for, and how these have allowed us to grow in so many ways. It is this sense of united camaraderie, the encouragement of individuals to humbly achieve their potential in a diverse spectrum of talents, and a genuine appreciation and concern for one another that have made our days here at the College so memorable. These have been days of learning and kindness and enrichment; of growing together, forging lifelong friendships and gaining enduring life lessons along the way that have defined who we are today. As these days draw to a close we would like to take the opportunity to whole-heartedly thank everyone - the staff, the students, our friends - who have made this experience. We are proud to have been a part of All Saints' College and we wish you all the very 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 recess times.

During 2013, 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 "Beach Party" 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 that could be made to the school infrastructure and dining room menu.

2. Contextual Information

All Saints' College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for 530 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.

All Saints' College 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 2013 the National Assessment Program Literacy and Numeracy (NAPLAN) is 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 97% of the state and 100% achieved skill Bands 2 or higher in Numeracy compared to 96% of the state.

In Year 5, 100% of students achieved skill bands 4 or higher in Overall Literacy as compared to 95% of the state and 100% 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 or Year 5 students below minimum national standards for literacy and numeracy.

Table: NAPLAN – percentages above benchmark

2013 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%	100%
Number Patterns & Algebra	100%	100%
Measurement, Data, Space & Geometry	100%	100%
Numeracy	100%	100%

Year 7

In 2013 98% 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, 98% 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 each of the three 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 5 or above in number, patterns and algebra.

Year 9

In 2013 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,
- 93% of Year 9 students achieved at Band 6 or above in spelling,
- And 91% 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:

- 98% of Year 9 students achieved at Band 6 or above in numeracy,
- 96% 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	
	2012	2013	2012	2013
Reading	98	100	100	100
Writing	98	98	91	91
Spelling	93	100	96	93
Grammar & Punctuation	100	100	98	91
Numeracy	98	100	100	98
Measurement, Data, Space & Geometry	98	100	100	96
Number, Patterns & Algebra	98	100	100	98

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2013, 54 students sat for the NSW Higher School Certificate in 34 courses; 13% achieved an ATAR over 90. One student achieved Band 6s in all 10 Units and made the prestigious Premier’s All-Rounders List. 25 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. 19% of the students achieved at least one Band 6 and an ATAR over 80. The 25 Band 6s achieved by the students covered almost the complete spectrum of subjects offered by the school including Biology, Chemistry, Design & Technology, Extension, Advanced and Standard English, Hospitality, Extension 2 and Extension 1 Mathematics, Modern History, Music 1, Physics, and Visual Arts.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2012					2013				
	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	83	75	17	25	9	89	80	11	20
Ancient History	10	100	76	0	24	10	100	83	0	17
Automotive	1	100	93	0	7	2	100	66	0	34
Biology	22	100	90	0	10	23	100	91	0	9
Business Studies	12	91	89	9	11	12	100	88	0	12
Chemistry	12	100	90	0	10	11	91	92	9	8
Design & Technology	6	83	93	17	7	7	100	97	0	3
Drama	4	100	98	0	2	7	100	98	0	2
Economics	6	100	87	0	13	9	78	86	22	14
Electrotechnology	-	-	-	-	-	1	100	75	0	25
English - Advanced	12	100	99	0	1	15	100	98	0	2
English - Standard	33	81	78	19	22	36	92	79	8	21
English - ESL	1	100	89	0	11	3	100	83	0	17
French Continuers	-	-	-	-	-	1	100	98	0	2
Geography	4	100	87	0	13	11	100	83	0	17
Hospitality	6	100	97	0	3	3	100	83	0	17
Human Services	-	-	-	-	-	3	100	88	0	12
Information Technology	-	-	-	-	-	1	100	79	0	21
Information Processes	-	-	-	-	-	1	100	81	0	19
Japanese Continuers	-	-	-	-	-	1	100	94	0	6
Legal Studies	13	92	88	8	12	14	93	88	7	12
Mathematics	10	100	91	0	9	8	100	92	0	8
Mathematics General	27	100	80	0	20	33	91	75	9	25
Modern History	16	94	90	6	10	14	93	91	7	9
Music 1	3	100	98	0	2	2	100	97	0	3
Music 2	3	100	100	0	0	1	100	100	0	0
PD, Health & PE	6	100	86	0	14	15	100	82	0	18
Physics	10	100	91	0	9	6	83	89	17	11
Tourism	-	-	-	-	-	1	100	84	0	16
Visual Arts	10	100	99	0	1	7	100	98	0	2

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2012					2013				
	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	4	100	87	0	13	1	100	88	0	12
English Extension 2	1	100	78	0	22	1	100	78	0	22
History Extension	7	86	66	14	34	-	-	-	-	-
Mathematics Extension 1	7	57	85	43	15	4	25	84	75	16
Mathematics Extension 2	1	100	89	0	11	1	100	0	88	12
Music Extension	2	100	99	0	1	1	0	98	100	2

5. Professional Learning and Teacher Standards

Professional Learning

The school continues to provide extensive professional learning and support for teachers during the 2013 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 2013, the College conducted 7 Staff Development Days. In Term 1, the first day concentrated on Warden Training and an Introduction to the Disabilities and Discrimination Act under our schools MSSD funding. At the start of Term 2 staff updated their knowledge on Program Builder from the Board of Studies and programming for the new Australian Curriculum. The last day of the term was also devoted to the new Australian Curriculum as well as the integration of digital media (ASCme, Wiki spaces, iPads) into this curriculum. On July 15th in Term 3 staff undertook workshops conducted by Dr PJ Ford-Slack under our MSSD funding and at terms end a 2014 Calendar meeting was conducted. The 2 days in Term 4 were devoted to Preparation for 2014 Registration and Accreditation as well as Faculty planning and organisation for 2014.

In addition, the following professional development activities were undertaken by staff throughout 2013.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES , JSHAA, MSSD Funding, Financial Management, School Law update, Registrar's	4
Teacher Conferences: , AIS Special Ed. Conference, History Conference, Drama Conference, Industrial Arts Conference, Anglican Schools Conference. Nurses Conference, Science Teachers Conference	9
Information technology:- Blended Learning with iPads, The road ahead with iPads, Creating e-books, Embedding digital literacy into the curriculum	4
Board of Studies: Board of Studies Briefing	1
Sport : Cricket Level 1.	1
English Curriculum: , Programming for Australian Curriculum, Smooth Sailing – Aust. Curriculum, Boys and Literacy	6
Mathematics Curriculum:- Supporting struggling students in Mathematics, Debono and the Australian Curriculum, Teaching in the iCloud	2
Language Curriculum Tablets in Japanese, Introduction to the new Japanese Curriculum.	1
Drama Curriculum:- HSC Essay and Dramatic Practice	1
History Curriculum : Vesuvius Case Studies	1
Science Curriculum Debono and the Australian Curriculum, Junior School Curriculum	3
Library Services:- Resourcing the Aust. Curriculum, Pearson's Australian Curriculum, Differentiating the Curriculum, Sustainable education and the Aust. Curriculum.	2
Music Curriculum: Musical Intelligence,	1

Boarding : ABBSA conference, Music Programming	3
Pastoral care / Well-being : Youth Mental Health First Aid, School support for students with Disabilities, Learning Support, AIS Student Well-being, Practical Solutions to Bullying, Positive Behaviour Management, Understanding Autism, Australian Counsellors Conference	17
Other : Thinking outside the screen in PDHPE, THRASS training, WHS management, Inclusion to Infusion, St Johns First Aid	6

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 2013 for professional learning activities was \$409.73 per staff member.

Teaching Staff

In 2013 the school employed 46 teaching staff; 30 full-time and 16 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 2 qualified nurses to care for the health needs of all students, particularly boarders. Staff are also cared for as required.
- 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 2013 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	0	2
Grounds & Maintenance	4	1
Specialist Support	0	7

7. Senior Secondary Outcomes

In 2013, 23% 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
2013	HSC	100
2013	VET qualification	23

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
97%	93%	98%	92%	97%	97%	96%	96%	95%	95%	93%	97%	93%

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

89% of students who completed Year 10 in 2011 went on to complete Year 12 in 2013. Of the five students who left at the end of Year 10 2011, two moved to other schools, two boarders returned home to resume day schooling, and one gained employment.

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 2013 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	9%	5%	0%	0%
Year 11	8%	2%	0%	3%
Year 12	1.7%	12%	84%	2.3%

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 524 students of whom 325 are in the secondary school. The ratio of boys to girls throughout the school is approximately 1:1.02. 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 2013	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 • Changes made to Working with Children processes 	<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 due to change in staff • 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 2013	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 <p>Revised to identify changes in procedures in the Health Centre</p> <ul style="list-style-type: none"> • Critical Incident Management Plan revised due to change in staff • 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>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 2013

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 in the Senior School to include Years 7 to 9 inclusive. 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 ISA, WAS, AICES and CIS events. Student representation beyond school for WAS, ISA, AICES and CIS in a range of sports Encouraging the development of diverse experiences through other activities (e.g. equestrian)
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"> Development of a list of students and their educational needs accessible to staff through the College's information management system (Denbigh) 	<ul style="list-style-type: none"> A list was compiled and reviewed by a member of staff in Term 2. This was undertaken in consultation with parents and teachers to determine needs of students in an effort to meet them.

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"> More Support for Students with Disabilities (MSSD) 	<ul style="list-style-type: none"> Training for staff on legislative context and obligations in regard to students with disabilities Review and further development of Individual Programs (IPs) for students with needs or as required under the relevant Act A Mental Health First Aid Course available to staff in October.
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 seeks to be a Christian community marked by a deep sense of respect and responsibility towards others. The School wants all students to recognise that they are valued and integral parts of the School Community. We aim to build commitment to the notion that our education is not merely for ourselves, but ought to provide a strong foundation for making a positive difference in the lives of others and in communities beyond our own. We seek to foster within our students, a sense of justice and compassion, together with a spirit of service.

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 class 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 K – 5 once per week for activities related to the themes of Resilience and Relationships.
Association with Macquarie Care Centre	Each week a peer support group attend Macquarie Care Centre, an aged-care facility, to participate in a game of Bingo with their elderly residents.
Chapel	Each week the Infants and Primary students attend a Chapel Service. Year 2 and 6 students respectively are actively involved in conducting these services.
School and House Captains	Students in Year 6 have the opportunity to be nominated as School Captain or House Captain for 2013. These 6 positions of responsibility are held for the calendar year.

Senior School

Respect and responsibility are stressed in class and in everyday school life. There is an expectation of honesty, courtesy, good behaviour, care for the community they belong to, and respect for all. A common acronym used at the school is PETS (**P**lease, **E**xcuse me, **T**hankyou and **S**orry) and students do use these words without hesitation.

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.

Benefactors' Service, Prefect Induction and Farewell to Year 12	This service is held at the conclusion of Term 3 honouring the people that set up the school, those students that are leaving and those to assume roles of responsibility in various aspects of leadership.
Community Programs	The school participates in programs such as RYDA and Celebrate Safely which are specifically focused on responsibility to others in the community.
Code of Behaviour	Appropriate behaviours based on respect and responsibility are stated in the student diary
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 System	Individual House responsibilities and activities offer opportunities for personal development and care of others. Also there are 5 House Captains and Vice Captains who work to support Housemasters in engendering House spirit and planning events and involvement
Leadership	Multiple opportunities are provided from the School Prefect system and the re-established SRC, based on the principle of service to sports, cultural and pastoral activities. During 2013, this group was involved in a number of fundraising activities for local and national organisations culminating at Christmas time with 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. Two initiatives that this forum supported in 2013 was the Spectrum Dance Party and Youth Week.
Brainstorm Theatre	A theatrical production for Yr 7 and 8 on taking responsibility for ones actions called Cheap Thrills. Years 9 -11 also had a production on responsible issues dealing with rumours, body image and peer pressure. The Senior School also watched a multimedia presentation called MAD for Life that contained powerful images and messages about the Making a Direction for Life, Making a Difference for Life, and Making a Difference in the Life of Others.
International Aid	Activities by some students and parents continuing to support La Pagina en la Puerta (the page in the door) in Cuzco, Peru occurred in 2013. 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. A school visit to Peru is planned for 2014 and we will visit this organisation.

The whole school also supported Operation Christmas Child which is a project from Samaritan's Purse. Over 130 shoeboxes packed with gifts were donated to children overseas to make a difference to a child that has nothing.

At the conclusion of 2013, the Prefects were promoting Useful Gifts from TEAR Australia. TEAR is a development, relief and advocacy organisation responding to poverty and injustice in the world.

A number of Houses also sponsor individual children through such organisations as World Vision.

15. Parent, Student and Teacher Satisfaction

All Saints' College is very well supported by parents. The schedule of parent organised events through the school year bring together parents, students, teachers and members of the extended community. These events position All Saints' College favourably within the Bathurst community because many people not ordinarily involved with the College attend events such as the Spring Fair and the Festival of Art.

The 2012 review of the organisation of the Parents' and Friends' Association (P&F) was consolidated in 2013. The revised structure and arrangements, mainly relating to the organisation of finances within the P&F were effectively adopted in 2013. The financial statements identify the 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. 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 within the College.

Once again, in 2013 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 and the Junior School Picnic in March. 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 Teaching and Support Staff regularly participate in 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 as well as scheduled Parent/Teacher Interviews through the year. Teachers at All Saints' College are conscious of their responsibilities and influence in regard to student welfare. The family environment of the College is frequently identified as a strength 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 wider 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 (Pre-K to Year 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 (Pre-K to Year 12) with a College Counsellor as well as learning support and support for individual learning needs (including extension, enrichment and remedial work).

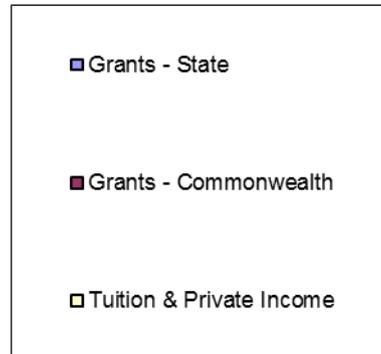
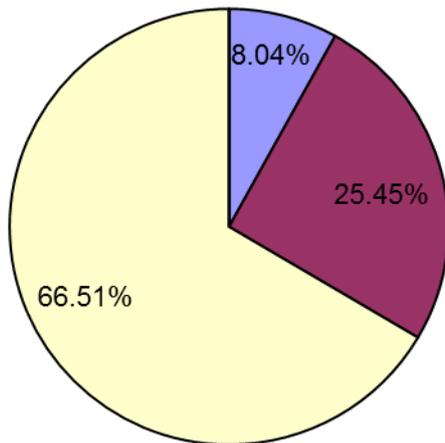
Staff meetings in the Junior and Senior Schools are managed by the respective Head of School. These meetings are regular and well structured. They focus on the needs of students by addressing issues related to teaching and learning as well as of a pastoral nature. In addition to this, professional matters in relation to curriculum development, pedagogy and compliance are covered in these meetings to assist teaching staff in their ongoing development and ability to meet student and parental expectations.

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) for matters brought to him in the Senior School. The Head of College also keeps a complaint register for matters relevant to the whole school or matters that require more discrete handling. The College's Grievance Policy is available on the website for public access (with other key policies). When necessary, members of the College Community are directed to this policy to ensure procedural fairness for all involved.

16. Summary of Financial Information

2013 Income



2013 Expenditure

