



All Saints' College Bathurst Annual Report 2014

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

Message from the College Council

As people living in this age of instant communication of information we need make no apology for the Christian and Anglican traditions of the College. As we watch events around the world we see in a dramatic and sometimes terrible way, the manner in which the faith that people believe shapes their behaviour. In this context it is very important that young people are educated not only in those subjects that will help them gain employment, but also in the knowledge of the Christian faith, their traditions and then led to understand a soundly based, tolerant approach to other faiths and those who believe them (Before my ordination used to teach comparative religion in a High School),

In late 2014 the College Council began work with Mark Vincent (an outside consultant), the Head of College, College Staff, parents and students to commence the development of a Strategic Plan for All Saints' College. This process will continue into 2015.

The College Council met on ten occasions in 2014 for standard meetings. There are three established 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 each year 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 more opportunities for students and continues to advance the educational excellence of the College, 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. The College offers them the opportunity of doing this in community. This is a great strength because in our days where individualism is paramount, this atmosphere of community facilitates student aspirations, not only for themselves for each other. It is these distinctive characteristics that make All Saints' an outstanding school. The College Council actively supports this atmosphere and encourages its development.

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 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 and I am grateful to its members who freely and generously offer their time and skills to advance All Saints' College.

Right Reverend Ian Palmer
Chair of All Saints' College Bathurst Council

Message from the P&F

2014 was another great year in which the Parents' and Friends' Association along with the dedicated teachers have strived the continued growth and enhancement of All Saints' College. With hard work and dedication we have had a number of very successful fundraising activities in both the Junior and Senior Schools. From these efforts, we have been able to purchase much needed resources for the College.

Two of our major fundraising activities did not fail to disappoint. The Art Show was once again the star of the show that represented by a wide range of different art forms. The popularity and importance to the College continues to grow with every passing year. The Spring Fair lived up to its name, providing a gorgeous day for the All Saints' families and community to enjoy and a exceptional attendance rate. Money that was raised from these and other fundraising events have gone towards the refurbishment of the Health Centre and other projects throughout the school. Some of these projects included the refurbishment of the equestrian centre, contribution to the aquaculture project and numerous educational resources for the Junior School students.

Throughout the year the Boarding parents have undertaken some building and maintenance worked to enhance their children's schooling experience.

This year also marked All Saint's College's 140th Anniversary. It was with great pleasure that the P&F were able to contribute and be involved in celebrating this very important milestone in the school's history.

I would like to thank all the parents and friends who contributed their time, effort and energy over the past year to assist in all of the activities that the P & F were involved in. Your efforts are greatly appreciated. In particular, we would like to thank Margaret Gaal for her tremendous contribution to the enhancement of our school. Margaret is an outstanding supporter of the P& F.

Mark Darling ESM
President
All Saints' College Parents' and Friends' Association

Messages from the student bodies

From the School Captains:

It is with both fondness and regret that we reflect upon 2014 - a year of adventure, growth and success, both for individuals and the College. From Transition to the HSC, the experiences that have culminated during our time at All Saints' have instilled within us values of loyalty, honesty, responsibility and acceptance that will be upheld in our future endeavours. We are thankful for the nurturing environment of the All Saints' community, which only now can we fully appreciate in its importance in preparing our academic and social skills for the ever-changing world.

The prefect body has been privileged to partake in a number of leadership opportunities across the year, through various fundraisers and activities. However, it was the generosity of the All Saints' community that enabled us to contribute to the TEAR Australia Foundation through the purchase of chickens and teacher training in developing countries and support of the Jeans for Genes Day initiative. As well, the chance to organise the

Remembrance Day Service allowed for the involvement of many students in acknowledging Australian soldiers across all wars.

The participative All Saints' spirit was captured by the healthy rivalry existing between the sporting Houses: Barton, Bean and Long. This peaked around sporting carnival dates, the House Music Festival and debating competitions, which were a chance for students to demonstrate their sportsmanship, musical abilities and public speaking skills. Congratulations to everyone on their consistent efforts in these events.

2014 also saw the continuation of the running of the Student Representative Council (SRC), allowing students from across the Year groups to demonstrate their leadership - discussing ideas and implementing improvements. It was the continued suggestion of greater access to water in the school that encouraged us to secure funds for a water coolant, with the generous support of both the Whole School P&F and the Boarding P&F. Funds were also raised through Suit Day, a new idea where students and staff came to school dressed in smart suits, dress shirts and ties. Currently, we are awaiting confirmation for acquisition of the water coolant to be positioned in the Senior School by the end of the year.

All Saints' College had another year of success on the sporting field, with special mentions to a number of teams. In rugby, each team reached the semi-final, with the 1st XV boys coming off an incredible turnaround season and the Under 16s reaching the grand-final. It was also a great season for netball, with the 1sts winning the grand final against Collegians Storm. Particular recognition must go to the 1st XI cricketers who defended their Premiership Shield against St Pius X College (Chatswood). These examples only reflect a small portion of the College's overall sporting achievements. Teams throughout the year displayed humility in defeat and victory and we must recognise the support of the college community in attending games both within Bathurst and across the state.

To our fellow Year 12s - thank you for the experiences you have given us and the positive influences you have been, contributing to our growth as young adults. It is you who have made our schooling years so enjoyable, creating memories and friendships that will surpass our time at All Saints'. Best wishes for the HSC and in fulfilling your personal goals for the future, something that we also extend to the Class of 2015. The final year of schooling is one that presents a number of challenges but with the support of your peers and teachers, it is also the most rewarding.

To the teachers, you have been instrumental in inspiring us to achieve both our academic and personal goals, and for this we must express a great thank you. Whether it was a simple chat after class or late night study sessions, you were always there for us, not just as teachers but as friends. Your endless support and patience have been highly valued and we hope this is reflected in our efforts at school and in our own pursuits. A special mention must go to the Prefect Co-ordinator, Mrs Tessa Jones, who oversaw all our prefect meetings and assisted in our undertakings, contributing practical ideas and a great amount of unseen work.

As Senior School Captains, we are both extremely grateful for the opportunities in leadership that have been presented to us over the year and we wish the best of luck to the incoming leaders - may your experience be just as enriching.

Though it is with sadness that we come to the end of our schooling, we feel confident that All Saints' will be saying goodbye to a group of responsible and capable students who will prove to become valued citizens.

To both students and teachers, all the best for the future; we are forever thankful.

Message from the Junior School SRC

It is a privilege to write a report for our wonderful school. We have both been at All Saints' College for the past seven years and have been part of the many opportunities that the school provides for its students.

There are many and varied activities at All Saints' and something to engage every child. The two sporting Houses (Bradwardine and Esrom) consistently hotly contest the major carnivals of the year. The swimming, cross country and athletics carnivals were won by Esrom with some outstanding individual performances from both Houses. Inter-House chess was contested with Bradwardine being the victor. There is always a healthy sportsmanship displayed between the Houses.

Sport is always an important focus. This year the Junior School has won a cricket and two hockey premierships. This was the first cricket premiership won by the Junior School in 20 years. Students have also been involved in rugby, netball, tennis, softball, soccer, basketball and equestrian events.

This year has seen the introduction of iPads for use in all classes from Pre-Kindergarten through to Year 6. Apple TV Boxes have enabled connection through our Interactive Whiteboards.

The chickens and the vegetable gardens have continued to provide entertainment, education and produce. Our seven hens lay plenty of eggs to sell which helps raise money for their food and shelter. We hope the foxes stay away. The agricultural interests of cattle parading and the Bathurst Show continue to engage many students. A highlight of the year for Years 3 to 6 are the Outdoor Education camps. Once again, Years 3 and 4 went to Mt Canobolas and Years 5 and 6 to Newnes and faced many physical and mental challenges.

A unique opportunity this year was to meet the Australian Wallabies rugby team who visited Bathurst for training and promotion. Some boys met the Wallabies and had a great time playing games with them and getting signatures. We were also amazed to see their size compared to us. One of the players was 210 centimetres tall weighing 130 kilos!

A highlight of Term 2 was the Literature Festival. Nicki Greenberg, Gus Gordon, Freya Blackwood and Wayne Harris visited to talk about their novels. They shared their knowledge and experience as illustrators and have helped us bring our own stories to life. Haphazardly Ever After was the Primary School's drama production for this year. Most of Years 5 and 6 chose to act so there were a lot of characters! The audience loved it and everyone had fun.

Now that we were finally in Year 6, it was our turn to be a buddy to the Kindergarten students. We all loved looking out for someone in Kindergarten and hoped that they enjoyed it as much as we did.

This year, Years 5 and 6 travelled all the way down to Sydney Town Hall to perform in the IPSHA Music Festival. They all performed in the massed choirs, bands and performed their individual song Happy.

Pre-Kindergarten has been yarn bombing the playground trees. The trees now look colourful and are a pretty addition to our play areas.

We have had a really great year. All Saints' College is a school filled with many opportunities for students to grow and learn. The events and activities that we have partaken in this year have allowed us to have an extremely rewarding year.

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 2014 the National Assessment Program Literacy and Numeracy (NAPLAN) is in its fifth year since it replaced the NSW Basic Skills Tests. All non-exempt 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, 93% of students achieved skill Bands 2 or higher in Literacy compared to 96% of the state and 100% achieved skill Bands 2 or higher in Numeracy compared to 97% of the state.

In Year 5, 96% of students achieved skill bands 4 or higher in Literacy as compared to 94% of the state and 96% 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, with very few Year 3 or Year 5 students below minimum national standards for literacy and numeracy.

Table: NAPLAN – percentages above benchmark

2014 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 4 or higher
Reading	80%	96%
Writing	90%	96%
Spelling	100%	92%
Grammar & Punctuation	100%	100%
Number Patterns & Algebra	100%	96%
Measurement, Data, Space & Geometry	90%	100%
Numeracy	100%	96%

Year 7

In 2014 97% of Year 7 students participated in national literacy and numeracy testing. In the Literacy tests students performed above the state level in each of the four components. There are 6 Bands of performance for students in Year 7, the most elementary of these being Band 4. 98% of Year 7 students achieved at Band 5 or above in reading, 89% 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 94% 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. 96% of students achieved a Band 5 or above in number, patterns and algebra.

Year 9

In 2014 98% 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 6 or above in reading,
- 95% of Year 9 students achieved at Band 6 or above in writing,
- 95% 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 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	
	2013	2014	2013	2014
Reading	100	98	100	100
Writing	98	89	91	95
Spelling	100	93	93	95
Grammar & Punctuation	100	94	91	98
Numeracy	100	100	98	100
Measurement, Data, Space & Geometry	100	100	96	100
Number, Patterns & Algebra	100	96	98	98

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2014, 42 students sat for the NSW Higher School Certificate in 27 courses; 31% achieved an ATAR over 80. 10 Band 6s and 67 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. 14% of the students achieved at least one Band 6 and an ATAR over 80. The 10 Band 6s achieved by the students covered a range of subjects offered by the school including Ancient History, Business Studies, Chemistry, English Advanced, Mathematics General, Music Course 2, and Music Extension.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2013					2014				
	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	9	89	80	11	20	8	88	81	12	19
Ancient History	10	100	83	0	17	15	87	84	13	16
Biology	23	100	91	0	9	25	96	86	4	14
Business Studies	12	100	88	0	12	11	91	88	9	12
Chemistry	11	91	92	9	8	15	100	92	0	8
Economics	9	78	86	22	14	9	89	91	11	9
English - Advanced	15	100	98	0	2	6	100	99	0	1
English - Standard	36	92	79	8	21	35	97	86	3	14
English - ESL	3	100	83	0	17	1	0	90	100	10
French Continuers	1	100	98	0	2	1	100	97	0	3
Geography	11	100	83	0	17	9	78	85	22	15
Human Services	3	100	88	0	12	1	100	87	0	13
Japanese Continuers	1	100	94	0	6	1	100	96	0	4
Mathematics	8	100	92	0	8	11	100	92	0	8
Mathematics General	33	91	75	9	25	25	92	76	8	24
Metal & Engineering	-	-	-	-	-	1	100	77	0	23
Modern History	14	93	91	7	9	12	100	90	0	10
Music 1	2	100	97	0	3	5	100	98	0	2
Music 2	1	100	100	0	0	2	100	100	0	0
PD, Health & PE	15	100	82	0	18	10	80	89	20	11
Physics	6	83	89	17	11	5	100	91	0	9
Visual Arts	7	100	98	0	2	3	100	97	0	3

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2013					2014				
	No of Students	Bands E3,E4		Bands E1,E2		No of Students	Bands E3,E4		Bands E1,E2	
		School	State	School	State		School	State	School	State
English Extension 1	1	100	88	0	12	1	100	93	0	7
History Extension	-	-	-	-	-	5	100	78	0	22
Mathematics Extension 1	4	25	84	75	16	6	50	85	50	15
Mathematics Extension 2	1	100	0	88	12	1	0	87	100	13
Music Extension	1	0	98	100	2	1	100	99	0	1

5. Professional Learning and Teacher Standards

Professional Learning

The Staff Development Days are held at the start of each term and depending on the placement of term dates, also at the end of some terms. All Saints' College also supports staff to maintain their professional accreditation with the NSW Institute of teachers. Support staff also attend courses relevant to their employment

During 2014, the College conducted 7 Staff Development Days. In Term 1, the first day concentrated on preparation for the school year and academic/ welfare issues dealing with some new Year 7 students. At the start of Term 2 staff renewed their accreditation with Asthma, Anaphylaxis and CPR.

A guest speaker from BOSTES visited the school on the last day of Term 2 to refresh staff on the awarding on RoSA grades and selected staff were introduced to Learning Fields, a new way of presenting a variety of digital textbooks to students.

On July 14th in Term 3 staff undertook workshops conducted by the AIS on Child Protection Awareness and at terms end a 2015 Calendar meeting was conducted as well as demonstrations on Promethean Active Inspire.

The 2 days in Term 4 were devoted to familiarisation with Appretio (on-line goal setting through the AIS) as well as Basketball coaching for selected staff and preparation for 2015.

In addition, the following professional development activities were undertaken by staff throughout 2014.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES Principals and Deputies, HICES Biennial Conference , JSHAA,	3
Teacher Conferences: , History Conference, Drama Conference, , Anglican Schools Conference. Nurses Conference, Chaplains, AIS Librarians, English Conference	8
Junior School Curriculum: - Implementing the NSW syllabus	5
Sport : Rugby Level 2, Basketball Coaching.	12
English Curriculum: , New Texts in English, Exploring Module A, Into English,	5
History Curriculum : NSW and ACT Experienced History, Greek World 500-440 BC	1
Library Services:- New Literacies for Self Directed Learning	1
Music Curriculum: Consistency – Teacher Judgement in applying standards. Daytime Technology, Sibelius in the classroom.	2
Boarding : ABBSA conference	1
Pastoral care / Well-being: The Hearing Impaired Student in the classroom , School support for students with Disabilities, Mental Health and Well-being,	3
Other : Beef Business forum, Legal Issues for Counsellors Administrative Assistants Inservice. The Mind and its Potential	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 2014 for professional learning activities was \$476:00 per staff member.

Teaching Staff

In 2014 the school employed 56 teaching staff; 35 full-time and 21 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	56
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 Chaplain, Teacher's Aides, Library Assistants, Science Technicians and After School Care workers.
- One of the boarding staff in 2014 also worked as a teacher in the College.
- No staff member identified as being of indigenous background.

Area of Work	Full-time	Part-time
Administration	7	8
Boarding	1	4
Cleaning	3	4
Clinic	0	2
Grounds & Maintenance	4	1
Specialist Support	0	9

7. Senior Secondary Outcomes

In 2014, 10% 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
2014	HSC	95
2014	VET qualification	10

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
95%	96%	96%	96%	95%	96%	97%	96%	95%	94%	94%	97%	97%

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

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

9. Retention of Year 10 to Year 12

Student Retention

82% of students who completed Year 10 in 2012 went on to complete Year 12 in 2014. Of the seven students who left at the end of Year 10 2012, five moved to other schools, and two 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 (42) is higher than the Year 10 enrolment (38) 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 2014 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	12%	4%	0%	0%
Year 11	3%	1%	0%	1%
Year 12	0%	14%	79%	7%

Year 12 Post School Destinations are only known if the student contacts the school to communicate their plans, so it is difficult to give a completely accurate picture for this year group. It should be noted that 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 530 students of whom 330 are in the secondary school. The ratio of boys to girls throughout the school is approximately 1:1.75. 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 2014	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 2014	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 2014

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 10 inclusive. Refinement of online textbook use.
	<ul style="list-style-type: none"> Initiating development of "Appretio" as a tool for documenting staff professional learning and goal setting 	<ul style="list-style-type: none"> Initial implementation of Appretio achieved. Issues of concern identified and scheduled for addressing in the next phase of implementation.
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, music and performing arts)
Student welfare	<ul style="list-style-type: none"> Maintain a student centred focus in all matters. 	<ul style="list-style-type: none"> Review and document the approach for supporting students with disabilities or learning needs.
	<ul style="list-style-type: none"> Ensure staff have accurate, relevant and up to date information on all students 	<ul style="list-style-type: none"> Strategies for devising, implementing and reviewing Individual Plans (IPs) were reviewed and modified.

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"> Professional reflection and development documented 	<ul style="list-style-type: none"> Appretio implementation in Semester 2 2014 Departmental goals initiated and documented Ongoing staff consultation and review of this tool.
Facilities and resources	<ul style="list-style-type: none"> Ongoing maintenance of existing facilities 	<ul style="list-style-type: none"> Refurbishment of the Health Centre scheduled and funds sourced from P&F, Foundation and operating budget Large expenditure facility upgrade (carpets, classroom furniture, heating and cooling of classrooms)

14. Initiatives Promoting Respect and Responsibility

All Saints’ College seeks to be a Christian Community with a deep sense of respect and responsibility towards others either locally, nationally or abroad. The College wishes to make a positive difference to the lives of others.

The wide range of Community Service programs of the College is intended to provide an environment in which our students, and staff can be encouraged and challenged to look beyond their own circumstances

Junior School

Within the Junior School, respect and responsibility are incorporated into all aspects of the curriculum. There is a daily expectation of good manners and behaviour and respect for all. This message is reinforced in all lessons and incorporated into weekly Assemblies and during whole school assemblies.

Student Representative Council	An advocate group for student voice and activities at the school. A boy and girl is selected to represent their class for each Semester. The SRC are involved in fortnightly meetings and fund raising activities.
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Peer Support Program	The Year 6 students are trained in as peer support leaders and each take a vertical group of students from Years K – 5.
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Community Service	Each week a group of students visit Macquarie Aged Care Centre. The infants students also present a nativity play at the facility at the end of year. Representatives from the Aged Care centre are also invited to the Infants Thanksgiving Service.
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Outdoor Education	Students in Years 3 – 6 take part in camps where they are encouraged to explore relationships with their peers as well as developing an understanding on how to take risks in a safe and supportive outdoor setting.
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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. A significant emphasis is placed on Citizenship Awards.
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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.
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Grandparents and Special Friends Day	Every year, Year 5 (and Year 8) invite their Grandparents (or Special friends) to the College for a day to honour them and their role in the lives of our students.
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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**hank you and **S**orry) and students do use these words without hesitation.

Assembly for the whole Senior School is held weekly and covers a variety of issues. It is a focal point for the school, and is used to emphasise the community spirit present in the school. There are special event assemblies such as ANZAC Day, Remembrance Day, Easter, Pentecost, and Founder's Day. In addition there are presentations to the student by charitable organisations such as the Salvation Army, and World Vision. From time to time, guest speakers are invited to talk on a range of issues, mainly those relating to Social Justice and community awareness. Assembly is an opportunity to address the school about issues such as courteous interaction within the school community, neat appearance, caring for the ethos of the school and the promotion of ethical values.

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 create 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	<p>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.</p> <p>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.</p>

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. Twelve months on from this change the arrangements are in order and working well. 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.

2014 saw 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).

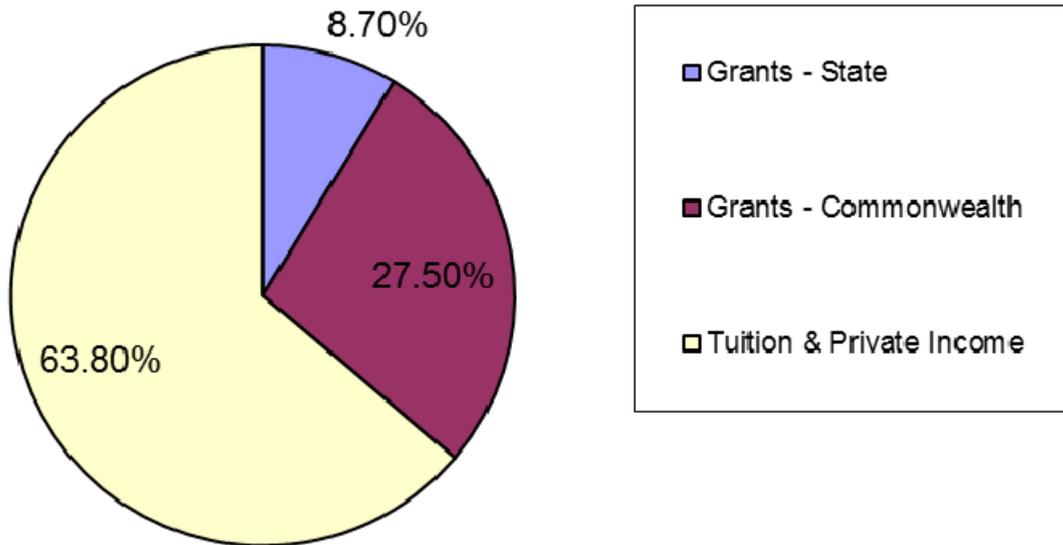
Staff meetings in the Junior and Senior Schools are managed by the respective Head of School. These meetings are regular and structured, following a standard agenda for each meeting. They focus on the needs of students by addressing issues related to teaching and learning as well as of a pastoral nature. Work Health and Safety is also a standing agenda item. 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

2014 Income



2014 Expenditure

