



All Saints' College Bathurst Annual Report 2015

Contents:

- 1. A message from the College Council, P&F and SRC**
- 2. Contextual information**
- 3. Student outcomes in standardised national literacy and numeracy testing (NAPLAN)**
- 4. Student performance in statewide tests and examinations (HSC)**
- 5. Professional learning and Teacher Standards**
- 6. Workforce composition**
- 7. Senior Secondary outcomes**
- 8. Student attendance and management of non-attendance**
- 9. Retention of Year 10 to Year 12**
- 10. Post school destinations**
- 11. Enrolment policies and characteristics of the student body**
- 12. School Policies**
- 13. School-determined improvement targets**
- 14. Initiatives promoting respect and responsibility**
- 15. Parent, student and teacher satisfaction**
- 16. Summary of financial information**

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

Message from the College Council

The attention of the Council in the latter part of 2015 was dominated by the quest to appoint a new Head of College following the resignation of Dr Peter Miller. The search process was conducted speedily and the arrival of Mr Steven O'Connor from Trinity Anglican College in Albury in April 2016 was very welcome.

Steven's love for Bathurst and previous experience of living here has enabled him to settle in quickly and give good leadership to the College community. The Council is grateful to him and applauds the way he has so quickly "come up to speed" on so many aspects of the College community life.

In the early part of the year the Council along with students, staff and parents with Mark Vincent as an outside facilitator, continued to work on formulating the Strategic Plan for the College. The input into this, from every part of the College community, was most instructive as the process allowed many people to contribute their ideas to planning its future. Under seven headings, along with 31 specific projects, this Strategic Plan reaffirms the ethos and direction of the College and gives measureable goals which the Council is working to achieve and it monitors progress at its meetings.

During the year the Council made a decision to invest significantly in refurbishing the Clinic to provide a modern facility for those who are taken ill on site. Council also responded to the need to reline and repair the swimming pool. This turned out to be a larger project than anticipated but the result is a much improved facility.

The College Council met monthly in 2015 with extra meetings to facilitate the appointment of the new Head. There are three established sub-committees: Finance, Strategy and Governance as well as a 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', Old Bathurstians' and the All Saints' College Foundation.

The Council takes particular pride in the achievements of students at All Saints'. At the end of 2015 the HSC results across a wide range of subjects were outstanding and reflected the commitment to excellence of both students and teachers. The Council values these academic achievements and the commitment that students, staff, parents and volunteers make to excellence in sport, the arts, equestrian and other arenas of college activity over the year.

The Strategic Plan sets a vision and objectives for the College community to develop a holistic environment where people can strive to achieve their ideals, and jump the hurdles of life. 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 one of its great strengths. Encouraging an atmosphere of community facilitates such student aspirations, not only for themselves but also 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 College Council is an important contributor to and facilitator 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

As another year comes to a close the Parents' and Friends' Association along with the dedicated teachers have strived for 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. This event is not just a school event but a Bathurst community event.

The Spring Fair lived up to its name, providing a gorgeous spring day for the All Saints' families and Bathurst community to enjoy and we had an exceptional attendance rate. The Spring Fair was an extremely successful event. Like the Art Show, the All Saints' Spring Fair is not just a school event but a Bathurst community event.

During the year I had the pleasure, along with other members of the Parents' and Friends' Association, in attending the official opening of the recently refurbished Health Centre. This project had been a number of years in coming to fruition, but the wait has been well worth it. It is a worthwhile investment of monies raised not only by the P & F but other groups within the school.

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. Without the help of these people who give up their time willingly we would not be able to work towards improving the lives of our children. Your efforts are greatly appreciated.

As I finish up my tenure as President I wish the new incoming committee all the best for the coming year.

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

Messages from the student bodies

From the School Captains:

What lies behind us, and what lies before us are small matters compared to what lies within us. - Ralph Waldo Emerson

When reflecting upon 2015 and our time here at All Saints' it becomes evident that not only are we leaving here with a wealth of knowledge, but values of loyalty, honesty, responsibility and kindness that have been instilled within us as members of the College.

Education at All Saints' is much more than simply academic comprehension, as the teachers and staff endeavour to shape the whole person. The continuing success and progression of individuals and the College as a whole is evident in numerable school activities throughout the year, driven by the adventurous spirit embodied by the All Saints' community. We are enormously grateful to have been blessed with the opportunity to learn and grow within the nurturing environment of the college community and for the skills that our schooling experiences have equipped us with in preparation for entering the dynamic wider world.

2015 has been a year of great significance with the Bathurst bicentenary and the 100th anniversary of the Gallipoli landings framing the activities of the College. Reaching its 140th anniversary just last year, All Saints' is deeply embedded within the history of Bathurst and hence staff and students alike have avidly embraced the bicentenary celebrations. We were privileged to have the Mayor of Bathurst, Councillor Gary Rush, and Wiradyuri elder, Dinawan Dyrribang, attend our assembly earlier this year to speak about the history of Bathurst and present commemorative medallions to the Prefects and Junior School Captains. Students also participated in the ceremonies surrounding the reinstatement of Governor Macquarie's flagstaff as part of the youth choir, the colonisation re-enactment and speeches delivered on the day. On a larger scale, this year also marks the 100th year anniversary of the Gallipoli landings. All Saints' students and staff were involved in the ANZAC Day ceremonies through attending the Dawn Service and over 80 students participating in the march and commemoration service at the Carillon. Both the Bathurst bicentenary and the 100th year anniversary of the Gallipoli landings have evoked reflection upon our local and national history and given the students and staff an opportunity to deeply engage with the regional community through participating in these local celebrations.

The Prefect body has been active within the life of the College through organising events and fundraisers throughout the year. The major event orchestrated by the Prefects in collaboration with the whole of Year 12 was the Used to be Cool disco, which raised money for the Year 12 present to the College. The Prefects have also been involved in organising fundraisers for numerous charities, including the continued support of the TEAR Foundation that was instigated by the 2014 Prefects. We were also given the unique opportunity to be involved in the Strategic Planning programme, participating in a brainstorming workshop focused on future directions and developments for the College. The excellent leadership programme at All Saints' allows the Prefects to have relative autonomy in making decisions and organising events, consequently allowing us to make a unique contribution to the College whilst developing our leadership and organisational skills under the encouraging guidance of Mrs Tessa Jones. For this opportunity to be able to contribute to the College and simultaneously grow as individuals, we are extremely grateful.

The cultural and sporting spectacles at All Saints' this year have gone beyond the usual traditions of inter-House music, debating and sporting carnivals with the addition of the musical Grease, the Gold Coast Rugby Tour and the New Zealand Netball Tour. The organisation of these events and the fundraising surrounding them allows the whole school community to become involved, enabling everyone to experience such unique events in the life of the College. Whilst the competitive spirit of inter-House sporting, music and debating cultivates traits of determination and teamwork within students as they demonstrate and hone their skills, the undertones of light heartedness allow everyone to enjoy the carnival regardless of who wins, as each House commends and appreciates everyone who participates. This atmosphere of comradeship, encouragement of others and the will to achieve at All Saints' underpins all aspects of school life and cultivates the kind of behaviour that creates valued citizens in the wider community.

To the teachers and staff who have nurtured us whilst simultaneously pushing us to be the best that we can be, to our parents and friends who have supported us and encouraged us along the way, for all the positive experiences both in the classroom and out, we are infinitely appreciative. As we venture out into the wider world, we are only departing All Saints' physically, as the College is such an integral part of us all in the way it has shaped and prepared us for our futures. Being surrounded by such a caring community has allowed us to push outside of our comfort zones and grow as people in not only academic understanding, but also in a physical, emotional and spiritual sense. As B.F. Skinner notes: "Education is what survives when what has been learned has been forgotten."

We wish the very best for our fellow students who are continuing their studies; you are in great hands. Thank you for everything, we are infinitely grateful.

Message from the Junior School SRC

It has been a privilege to write this report for our wonderful school. We have had an amazing, busy year and have thoroughly enjoyed our role as Junior School leaders.

The school year commenced with the Inter-House Swimming Carnival. A highlight was seeing Year 6 pupils helping their Kindy buddies swim across the length of the pool - some of the Kindies actually swam the whole 25 metres! Esrom House won the carnival but Bradwardine was not far behind. We then enjoyed two of our annual family events, the Junior School 'Picnic on the Oval' and Grandparents' and Special Friends' Day. Both of these are fantastic events that really bring the school community together. Near the end of term, the Years 3 and 4 annual bush camp was held at Mount Canobolas. This camp introduces pupils to canoeing, camping and cooking, and it is a great preparation for the more difficult camps in Years 5 and 6. Other major events enjoyed in Term 1 were the Commencement Service, the Inter-House Cross Country Carnival, HICES debating, the Literature Festival and the Easter Hat Parade.

Term 2 started off with the Infants musical, The Button Box. We all loved seeing the bright costumes and smiling faces as they performed. The Jungle disco was held early in the term and was a fun way to catch up with our friends after a nice long holiday. The Bathurst 200 celebrations were held in May, as it was 200 years since Bathurst was proclaimed a town by Governor Macquarie. Years 5 and 6 learnt all about Bathurst's history in HSIE and they were privileged enough to attend the official proclamation ceremony, which was a once in a lifetime opportunity. Term 2 also included the ANZAC Day Service, the Festival of Art, the Mother's Day stall run by Year 6, the Choral Concert, and the NAPLAN tests (for Years 3 and 5).

One of the first events in Term 3 was the Athletics Carnival. It was great to see everyone so involved in some healthy competition. Congratulations to Esrom House who took home the winning shield and congratulations to Bradwardine for being great competitors. An absolute highlight was the huge snowfall Bathurst had in July. Everyone in Bathurst woke up to a blanket of snow and those who actually got to school could not wait to throw that first snowball and build a unique snowman with friends. It was a wonderful, wonderful day and our school looked amazing.

Years 5 and 6 had their biennial trip to Canberra where they visited Parliament House, the Australian War Memorial, the Australian Institute of Sport and Questacon. It was a terrific educational experience and we all learnt a lot. The Pre-Kindergarten students welcomed their fathers to a special Father's Day breakfast. They were so proud to hang out with their Dads at school as they munched on a scrumptious barbecue breakfast together. Many All Saints' students were involved in the Bathurst Eisteddfod. This competition gives the students who are involved in speech, drama, music and dancing the opportunity to perform locally. All of the winter team sports wound down by the end of Term 3 with some teams making finals and grand finals. It was fabulous to see everyone play in good spirit from week to week, regardless of where they finished on the competition ladder.

Term 4, whilst shorter than the rest, was still jammed packed with extra-curricular activities including the triathlon, inter-House ball games, the Years 5 and 6 camp, the Year 6 Valedictory Dinner, Pre-Kindergarten Christmas concerts and the Infants Thanksgiving Service, just to name a few. Each and every one of these occasions were most memorable and we must thank our wonderful teachers and Mrs Leonie Keogh as none of these events would be possible without them.

Fulfilling the role of School Captain has been a great learning experience for us both and we have enjoyed every minute of it. We would like to thank our teachers who have guided us along the way, especially our Year 6 class teacher, Ms Jodie Shurmer, and Mr Christopher Jackman, Head of Junior School.

2. Contextual Information

All Saints' College Bathurst is a Christian co-educational day and boarding school in the Anglican tradition for 520 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 2015 the National Assessment Program Literacy and Numeracy (NAPLAN) is in its fifth 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, 91% of students achieved skill Bands 2 or higher in Literacy compared to 91% of the state and 91% achieved skill Bands 2 or higher in Numeracy compared to 87% of the state.

In Year 5, 96% of students achieved skill bands 4 or higher in Literacy as compared to 90% of the state and 100% achieved skill bands 4 or higher in Numeracy compared to 85% of the state.

Students performed consistently across all aspects of numeracy and literacy this year, with very few Year 3 or Year 5 students below minimum national standards for literacy and numeracy.

Table: NAPLAN – percentages above benchmark

2015 Test	Year 3	Year 5
	Percentage of students achieving Band 2 or higher	Percentage of students achieving Band 4 or higher
Reading	95%	96%
Writing	95%	100%
Spelling	91%	92%
Grammar & Punctuation	91%	88%
Numeracy	91%	100%

Year 7

In 2014 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. 98% 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 96% of Year 7 students achieved at Band 5 or above in grammar and punctuation. In the Numeracy tests 100% of Year 7 students achieved at Band 5 or above.

Year 9

In 2014 98% of non-exempt Year 9 students participated in national literacy and numeracy testing.

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

- 98% of Year 9 students achieved at Band 6 or above in reading,
- 90% of Year 9 students achieved at Band 6 or above in writing,
- 94% of Year 9 students achieved at Band 6 or above in spelling,
- And 96% of Year 9 students achieved at Band 6 or above in grammar and punctuation.
- In the Numeracy tests students performed above the state level and 98% of Year 9 students achieved at Band 6 or above.

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	
	2014	2015	2014	2015
Reading	98	98	100	98
Writing	89	98	95	90
Spelling	93	100	95	94
Grammar & Punctuation	94	96	98	96
Numeracy	99	100	99	98

4. Student performance in statewide tests and examinations

Higher School Certificate Results

In 2015, 57 students sat for the NSW Higher School Certificate in 33 courses; 35% achieved an ATAR over 80. 38 Band 6s and 97 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. 28% of the students achieved at least one Band 6 and an ATAR over 80. The 38 Band 6s achieved by the students covered a range of subjects offered by the school including Agriculture, Biology, Business Studies, Chemistry, English Advanced, English Extension, English Extension 2, Geography, German Beginners, History Extension, Legal Studies, Mathematics, Mathematics Extension, Mathematics General, Modern History, Physics, and Visual Arts.

Table: Higher School Certificate Test Results

Performance band achievement by %										
Subject	2014					2015				
	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	8	88	81	12	19	7	100	83	0	17
Ancient History	15	87	84	13	16	13	100	83	0	17
Biology	25	96	86	4	14	14	79	84	21	16
Business Studies	11	91	88	9	12	11	100	87	0	13
Chemistry	15	100	92	0	8	16	88	93	12	7
Design & Technology	-	-	-	-	-	9	100	95	0	5
Drama	-	-	-	-	-	5	100	98	0	2
Economics	9	89	91	11	9	14	93	92	7	8
English - Advanced	6	100	99	0	1	19	100	99	0	1
English - Standard	35	97	86	3	14	34	94	84	6	16
English - ESL	1	0	90	100	10	1	0	82	100	18
Geography	9	78	85	22	15	10	100	87	0	13
Legal Studies	-	-	-	-	-	14	86	89	14	11
Mathematics	11	100	92	0	8	15	87	90	13	10
Mathematics General	25	92	76	8	24	34	97	74	3	26
Modern History	12	100	90	0	10	11	100	89	0	11
Music 1	5	100	98	0	2	2	100	97	0	3
Music 2	2	100	100	0	0	2	100	100	0	0
PD, Health & PE	10	80	89	20	11	13	100	90	0	10
Physics	5	100	91	0	9	8	88	89	12	11
Visual Arts	3	100	97	0	3	11	100	98	0	2

Table: Higher School Certificate Test Results – Extension Courses

Performance band achievement by %										
Subject	2014					2015				
	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	93	0	7	4	100	94	0	6
English Extension 2	-	-	-	-	-	2	100	82	0	18
History Extension	5	100	78	0	22	6	83	78	17	22
Mathematics Extension 1	6	50	85	50	15	10	60	84	40	16
Mathematics Extension 2	1	0	87	100	13	4	75	86	25	14
Music Extension	1	100	99	0	1	1	0	93	100	7

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 2015, the College conducted 7 Staff Development Days. In Term 1, the first day concentrated on Learning Fields for Year 7 and 9 teachers, a Head of Department meeting and the Junior school were preparing for the start of year. At the start of Term 2 staff renewed their CPR accreditation and attended sessions on Social Media . A staff forum on the Strategic Plan and Appretio was held on the last day of term. On July 13th in Term 3, staff undertook workshops on Dealing with unwelcome parent behaviour and at terms end, sessions on Planning for 2016, WHS – Ergonomics and Edumate training. The 2 days in Term 4 were devoted to more familiarisation with Edumate and Appretio as well as preparation for 2016.

In addition, the following professional development activities were undertaken by staff throughout 2015.

Description of Professional Learning Activity	No of staff participating
Senior Management: AHISA , HICES Principals and Deputies, JSHAA, Bursars Conference	4
Teacher Conferences: , History Conference, Drama Conference, , Anglican Schools Conference. Nurses Conference, Librarians, Economics, English Conference, Japanese Conference	9
Junior School Curriculum: THRASS, Sensory, Multilit, Kodaly Music,-	7
English Curriculum: English Syllabus, Extension 1 Prescribed text. New English texts, AIS English, English Concept continuum HSC Advanced Modules, Refining HSC modules	8
History Curriculum : Pompeii and Herculaneum	1
Library Services:- T/L Learning based projects, AISTL Network meeting	2
Mathematics Curriculum: Making Maths Meaningful, HoD Day	2
Boarding : Duty of Care workshops	8
IT; On-line training	2
Pastoral care / Well-being: Mental Health	1
Sport : Taping Course, First Aid, Netball Coaching	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 2015 for professional learning activities was \$510.00 per staff member.

Teaching Staff

In 2015 the school employed 55 teaching staff; 34 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	55
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 2015 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	6
Boarding	1	4
Cleaning	3	4
Clinic		2
Grounds & Maintenance	4	1
Specialist Support	1	6

7. Senior Secondary Outcomes

In 2015, 4% 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
2015	HSC	95
2015	VET qualification	4

8. Student attendance and management of non-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
93%	95%	95%	95%	96%	95%	95%	95%	94%	92%	93%	93%	96%

The average daily attendance rate for Kindergarten to Year 12 is 94%.

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. Teachers can check attendance at each class online. 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

84% of students who completed Year 10 in 2013 went on to complete Year 12 in 2015. Of the nine students who left at the end of Year 10 2013, six moved to other schools or TAFE, 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 (57) is at least as high as the Year 10 enrolment (57) 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 2015 as a percentage of their year group.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	16%	1%	0%	0%
Year 11	16%	0%	0%	0%
Year 12	5%	10%	81%	4%

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 529 students of whom 332 are in the secondary school. The ratio of boys to girls throughout the school is approximately 1:1.09. 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. Revised and amended 17.11.2009 and 21 July 2015

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

Parents applying for enrolment of 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

Parents applying for enrolment of 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. ADMINISTRATIVE REQUIREMENTS

3.1 Application

Parents and guardians seeking to enrol their child at the College shall apply in accordance with instructions set by the Head of College.

3.1.1 Disclosure of Relevant Information

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

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

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

3.2 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.

3.3 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 month. Student fees are payable after such period at the discretion of the Head of College who shall report this decision to the College Council.

3.4 Leave of Absence

The Head of College may approve leave of absence for a student for a period not exceeding four consecutive terms. Student fees remain payable during such period at the discretion of the Head of College who shall report this decision to the College Council.

3.5 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.

4. DECIDING APPLICATIONS

4.1 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, medical, 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 4.2 and 4.3 below).

4.2 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.

4.3 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.

5. RELIGIOUS AFFILIATION

5.1 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.

5.2 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.

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:

<u>Policy</u>	Changes in 2015	Access to full text
<u>Pastoral Care</u> encompassing: <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special services such as counselling • Health care procedures • Critical incident policy • Homework policy 	<ul style="list-style-type: none"> • Nil • Nil • Nil • Nil • Nil 	Full text in <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
<u>Communication Policy</u> encompassing: <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 	Full text in <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 2015

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Integration of ICT 	<ul style="list-style-type: none"> Review of electronic text book use in Year 11. Extension of ICT use in Junior School (iPads across Years).
	<ul style="list-style-type: none"> Refining us "Appretio" as a tool for documenting staff professional learning and goal setting 	<ul style="list-style-type: none"> Review of Appretio undertaken. Ongoing issues for staff identified.
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"> Ongoing review and improvement in strategies for devising, implementing and reviewing Individual Plans (IPs).

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 review and development Departmental goals initiated and documented
Facilities and resources	<ul style="list-style-type: none"> Ongoing maintenance of existing facilities 	<ul style="list-style-type: none"> Redevelopment of the College pool and pool area Refurbishment of the Health Centre Extension of scheduled painting and maintenance by external provider

14. Initiatives Promoting Respect and Responsibility

All Saints’ College plays a key role in promoting respect and responsibility among its students. At All Saints’ respect and responsibility are promoted from the moment a child enrolls, whether that is at an early age among those who enrol in the Junior School – in Pre-Kindergarten or Kindergarten or at a later time, such as the beginning of Year 7. All Saints’ College seeks to be a Christian Community with a deep sense of respect and responsibility towards others 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.

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.

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.

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.

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.

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.

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.

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.

The Student Diary outlines very clearly the College's expectations concerning care and respect. In the section on Code of Behaviour, there are 12 accepted practices we expect students to uphold. Summarised they are Christian faith, respecting people and property, displaying manners, honesty, neatness, conscientiousness, punctuality, keeping a commitment and contribution.

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. This year one such speaker was Tony Cable, an Old Boy of the school who has been researching the fallen soldiers in WWI from All Saints'. 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 main 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 Y12.

This service is held at the conclusion of Term 3 honouring the people that set up the school, the Year 12 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 in 2015 the Bathurst 200 year celebrations. During Activities week, one activity centred on service to the community including providing hampers for local Police, Ambulance, Fire Brigades and Prisoners in the gaol as well as assisting a Sydney based charity in their distribution centre. It is planned that this activity will become a regular feature in 2016. The College also promotes at Presentation Day, ASC awards. The 'C' stands for Community involvement.

Leadership

Multiple opportunities are provided from the College's Leadership system. Roles are based on the principle of service to sports, cultural and pastoral activities. During 2015, 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 and Operation Christmas Child.

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. .

Brainstorm Theatre,

A theatrical production for Yr 7 and 8 on taking responsibility for ones actions called Verbal Combat . Years 9 -11 also had a production on responsible issues dealing with cyber bullying, social websites and isolation.. The Senior school also watched a multimedia presentations called JIGSAW that contains powerful images and messages about having a vision, accepting others, making good decisions and overcoming difficulties.

International Aid

The whole school supports Operation Christmas Child which is a project from Samaritan's Purse. Over 170 shoeboxes packed with gifts were donated to children overseas to make a difference to a child that has nothing.

At the conclusion of 2015 at the Schools Carols service, some senior students 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 though such organisations as World Vision.

15. Parent, Student and Teacher Satisfaction

A strength of All Saints' College is the high level of community engagement and commitment to the life of the school. As a result All Saints' College is very well supported by parents. Events held at the school (such as the Spring Fair and the Festival of Art) position All Saints' College favourably within the Bathurst community. Many events are actively promoted as Bathurst events, hosted by the school rather than simply school events. This inclusive approach is well received by the Bathurst community who support the events very well.

The Parents' and Friends' Association (P&F) continued to be active and important in the life of the school. 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 in the week before the scheduled General 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 (they are accessible on the website) . 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.

In 2015 the established pattern of community events organised by parents were held at the school. These events included 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 two main purposes: they provide opportunities for important social interaction and "community building" with this school community; and, they raise funds that are donated to the College to supplement scheduled capital works programs and assist in the advancement of the College. Other gatherings at the school in the course of the year include boarding functions, Year dinners, morning teas and parent forums in addition to end of season sporting dinners across a range of sports and Year groups. These occasions provide important opportunities for parents to mix socially and engage the school community. The Teaching and Support Staff regularly participate in these events and organise them.

Parents have access to teaching staff and the relevant information to support their children in both formal and informal forums. Formal avenues include utilisation of the pastoral care system (Houses in the Senior School and Class teachers in the Junior School) as well as scheduled Parent/Teacher Interviews in the course of the year. Informal interaction between teachers and parents at social events, sporting occasions and as a matter of course in a boarding school are also important. The family environment of the College is frequently identified by parents 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 (weekly in the Junior School and fortnightly in the Senior School for various leadership groups) and structured, following a standard agenda for each meeting. Meetings focus on the needs of students 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

