



All Saints' College Bathurst Annual Report 2006

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1. A message from the College Council and SRC

Message from the Chair of College Council

All Saints' College is governed by a College Council, consisting of 8 members. During 2006 the Council met 10 times, in addition to many meetings of different sub-committees.

Early in 2006 the Council re-examined the Capital Master Plan that was developed in 2003/2004. After close inspection of all the College's Buildings it was evident that there was a need to carry out some upgrading of the facilities. It was decided to relocate a boarding house and to convert the previous boarding space into administration offices and classrooms. It was also decided to upgrade bathrooms, car parks, boarding facilities and to investigate extensions to the Music Centre.

By the end of 2006, the boarding house relocation had commenced, as had upgrading of the Junior School car park. It is envisaged that further work on both will continue in 2007 and that work on administration, the classroom spaces and bathrooms will commence.

Message from the SRC

2006 saw the inception of a Student Representative Council at All Saints' College. This enabled the students to have an alternative avenue to decision making in the College. Each year group elected 2 members and the School Captains acted as Presidents of the Council.

The major issues discussed in the 5 meetings that were held were: more bubblers around the school, more rubbish bins throughout the school, new options for girls sport shorts, refurbishment of bathrooms alternative food options for recess and hooks for hats in classrooms.

2. Value added information

2004 School Certificate to 2006 Higher School Certificate Results

In 2004, 95% of School Certificate results achieved were Band 3 or higher, compared to 88% state wide. In 2006, 95% of Higher School Certificate results achieved were Band 3 or higher, compared to 87% across the state. This indicates value added at least to the extent that value is added in schools across the state from Year 10 to Year 12.

3. School Performance in statewide tests and examinations

Higher School Certificate Results

In 2006 77 students sat for the NSW Higher School Certificate in 32 courses. In total, 98.4% of candidates across all two unit courses achieved marks of 50 or more (Band 2 or higher) with 45% of these placed in Bands 5 and 6 (80-100 marks). Of the 29 candidates who sat for extension courses 93% achieved 25 marks or more out of 50 (50 or more out of 100 for Extension Mathematics) with 38% of these achieving in the highest bands with 40 marks or more. In general, student achievement was at or above state level. Overall, the median result for Year 12 students was a high Band 4.

Table: Higher School Certificate Test Results

Subject	No of students (2006)	Performance band achievement by %			
		2005		2006	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
Agriculture	12	100	0	100	0
Ancient History	16	na	na	100	0
Biology	17	94	6	100	0
Business Studies	30	84	16	97	3
Chemistry	16	100	0	100	0
Design & Technology	15	100	0	100	0
Drama	10	100	0	100	0
Economics	8	na	na	88	12
English - Advanced	34	100	0	100	0
English - Standard	41	93	7	100	0
English as a Second Language	2	78	22	100	0
French Continuers	1	na	na	100	0
Geography	7	100	0	100	0
Hospitality	19	92	8	100	0
Information Technology	5	80	20	80	20
Japanese Beginners	3	100	0	100	0
Legal Studies	9	93	7	100	0
Mathematics	22	92	8	64	36
Mathematics General	36	92	8	89	11
Modern History	27	100	0	100	0
Music 1	9	100	0	100	0
Music 2	3	100	0	100	0
Personal Development Health & PE	22	100	0	91	9
Physics	6	100	0	100	0
Spanish Beginners	1	na	na	100	0
Visual Arts	11	100	0	100	0

Table: Higher School Certificate Test Results – Extension Courses

Subject	No of students (2006)	Performance band achievement by number and %			
		2005		2006	
		Bands E3,E4	Bands E1, E2	Bands E3, E4	Bands E1, E2
English Extension 1	7	83	17	100	0
English Extension 2	2	100	0	100	0
History Extension	7	44	56	86	14
Mathematics Extension 1	8	86	14	38	62
Mathematics Extension 2	2	100	0	0	100
Music Extension	3	na	na	100	0

School Certificate

Students performed above state level in the four School Certificate tests. 83% were placed in Bands 6, 5 and 4 in English Literacy as compared to 72% of the state, 61% were placed in bands 6, 5 and 4 in Mathematics compared to 41% of the state. The number of students achieving Band 4 and above for Science (82%) was also higher than for the state (58%). In the two Civics and Citizenship exams combined, 77% were placed in the top 3 bands compared to 58% across the state. Overall, the median result for Year 10 was a high Band 4.

Table: School Certificate Test Results

Test	No of students	Performance band achievement by %			
		2005		2006	
		Bands 3- 6	Bands 1- 2	Bands 3- 6	Bands 1- 2
English - Literacy	62	89	11	84	16
Mathematics	62	93	7	89	11
Science	62	97	3	97	3
Australian History, Civics and Citizenship	62	90	10	90	10
Australian Geography, Civics and Citizenship	62	93	7	97	3

Literacy & Numeracy Assessments in Years 3, 5 & 7

BST and PWA

In 2006 all Year 3 students and 94% of Year 5 students participated in the statewide Basic Skills Test (BST) and Primary Writing Assessment (PWA).

In Year 3, 100% of students achieved skill bands 2 or higher in literacy compared to 92% of the state and 100% achieved skill bands 2 or higher in numeracy compared to 92% of the state. Students performed consistently across all aspects of literacy and in the numeracy component they achieved better overall in number, patterns and algebra than in measurement and data, space and geometry. Achievement in writing was 100% at band 2 and above compared to 93% of the state.

In Year 5, 88% of students achieved skill bands 3 or higher in literacy as compared to 94% of the state and 100% achieved skill bands 3 or higher in numeracy compared to 94% of the state.

ELLA and SNAP

In 2006 100% of Year 7 students participated in statewide literacy and numeracy testing. In the English Language and Literacy Assessment (ELLA) test students performed at or above the state level in each of the three components. 100% of Year 7 students achieved at elementary level or above in writing, 100% of Year 7 students achieved at elementary level or above in reading and 100% of Year 7 students achieved at elementary level or above in language.

The results of the Secondary Numeracy Assessment Program (SNAP) test for Year 7 were very strong with 100% achieving at elementary or above as compared with 93% statewide. The percentage of students who achieved the highest band (38%) was significantly higher than state level(24%).

Table: BST and PWA results – percentages above benchmark

Test	Year 3		Year 5	
	Percentage of students achieving Band 2 or higher		Percentage of students achieving Band 3 or higher	
	2005	2006	2005	2006
Basic Skills Test (BST)				
Aspects of Literacy	100	100	95	88
Aspects of Numeracy	100	100	100	100
Primary Writing Assessment	100	100	100	94

Table: BST and PWA results – percentages in skills bands

2006 Test	Year 3		Year 5	
	Bands 2-5	Band 1	Bands 3-6	Bands 1-2
Basic Skills Test (BST)				
Aspects of Literacy	100%	0%	88%	12%
Aspects of Numeracy	100%	0%	100%	0%
Primary Writing Assessment	100%	0%	94%	6%

Table: ELLA and SNAP results – percentages above elementary performance

Test	Percentage of Year 7 students achieving elementary band or higher	
	2005	2006
English Language and Literacy Assessment (ELLA)		
Writing	97	100
Reading	97	100
Language	95	100
Secondary Numeracy Assessment Program (SNAP)	100	100

4. Professional Learning and Teacher Standards

Professional Learning

During 2006, the College conducted 6 Staff Development Days. In Term 1, the first day concentrated on organisation and administration for the academic year. The second day increased the staff's understanding of issues relating to student resilience and care. Term 2's day focused on an introduction to Curriculum Differentiation. The 2 days in Term 3 were devoted to transferring Curriculum Differentiation into individual syllabus documents and Anaphylaxis training due to the high numbers of students on campus with this medical condition. The Term 4 day was devoted to a curriculum review of Pathways and CPR training.

In addition, the following professional development activities were undertaken by staff throughout 2006:

Description of Professional Learning Activity	No of staff participating
Leadership: Promoting leadership opportunities in Independent Schools	2
OH & S: First Aid Course	3
Senior Management: AHISA , HICES , JSHAA, and Infants Conference Days	6
Teacher Conferences: AIS programs, Subject Associations such as English Teachers, Japanese Teachers, Librarians, Economics Association and IT residential programs.	6
Information technology: Analysing and critiquing Websites, How to use Moodle effectively	2
Curriculum: Differentiating the curriculum to cater for Gifted and Talented, and Learning Difficulties Students. Strategies to cater for different learning styles.	1
Senior School curriculum : Boys Education Strategies	3
Junior School curriculum: Board of Studies Programming, Pedagogy.	6
Mathematics curriculum: Using Technology in Yr 11 and Yr 12 General Mathematics , Geometer sketchpads, Technology in 7 -12 Mathematics	3
Mathematics curriculum: HSC and SC Feedback	1
Science curriculum: Exploring future frontiers in HSC Biology	2
Science curriculum: Strategies to support student research projects	2
Technology : Robotics, Technology in the Junior School	3
ESL: ESL course revision, Supporting ESL students in their writing	2
Music Choral Workshop	1

The average expenditure per teacher on professional learning in 2006 was \$96.

Teacher Standards

All Saints' College teaching staff, 2006

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines.	50
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	10
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	1

5. Teacher attendance and retention rates

During 2006 there were 61 teaching staff employed at All Saints' College. The average daily staff attendance rate was 99%. The proportion of staff retained from 2005 was approximately 96%.

6. Student attendance and retention rates in secondary schools

The average student attendance for 2006 was 95%. This figure includes only full day absences and does not include partial absences for late arrival or leave for appointments during the day.

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 who contacts parents to check on students who are unaccounted for. Absentees are published and distributed 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.

Retention Rates					
2004/2006	68	77	62	113%	91%
Years compared	Year 10 total enrolment at end of 2004	Year 12 total enrolment at end of 2006	Year 10 enrolment remaining in Year 12 at end of 2006	Apparent retention rate	Actual retention rate
2004/2006	68	77	62	113%	91%

Comment

The retention rate at All Saints' College reflects the nature of the College as a country boarding school. Typically, the total Year 12 enrolment is significantly higher than the Year 10 enrolment (as indicated by the apparent retention rate of 113%), 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.

7. Post school destinations

Students leave at the end of Year 10 or during Years 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 2006.

	Other School	Apprenticeship/Work	Further Study	Unknown
Year 10	11%	0%	1.6%	1.6%
Year 11	3.6%	2.4%	2.4%	1.2%
Year 12	0%	42% (with Gaps & 1yr off) / 25% (without Gaps etc)	33% / 50%	25%

The percentage of students leaving for other schools in Year 10 was unusually high in 2006 as a number of families relocated to Sydney, interstate and overseas. Two other families left the school due to financial difficulties.

It should be noted that 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. The figure for those who have gone on to Apprenticeships or Work (42%) is somewhat misleading given that this includes students who have taken a year off to work or to do a Gap Placement overseas with the full intention of returning to further study the following year. When this group is deducted from the 42% the figure drops to 25% of the year group. When they are added to the Further Study group this figure rises to 50%.

8. Enrolment policies and profiles

Student population

The College has around 550 students of whom nearly 400 are in the secondary school. The ratio of boys to girls throughout the school is approximately 5:6. 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 T-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 All Saints' College Council on 21 January 2004.

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 ideally in partnership with the child's parents or guardians. The decision will be based on an assessment of the child's educational, social and spiritual needs and the extent to which the College is likely to be able to meet those needs. Enrolment is also subject to quotas (see 3.2 and 3.3 below).

3.2 Class Quotas

To ensure the College meets its educational and other objectives in relation to the education of its students, the College Council shall set a quota of student places for each class.

An applicant who meets the academic and other criteria for enrolment, may be refused enrolment if a place is not available in the relevant class quota.

3.3 Boarding Quotas

To ensure the College meets its pastoral and related objectives in relation to the students who board at the College, the College Council shall set a quota of student places for each boarding house.

An applicant who meets the academic and other criteria for enrolment as a student at the College, may be refused a boarding place if a place is not available in an appropriate boarding house.

4. RELIGIOUS AFFILIATION

4.1 Christian

Children of any Christian denomination may be enrolled as students at the College.

Such children who are not of the Anglican faith shall be enrolled on the understanding that they shall be taught Christian beliefs and practices from an Anglican perspective through Christian Studies classes and in other ways while at the College and they shall be required to participate in Anglican worship.

4.2 Other Than Christian

Children who have no religious affiliation or whose religious affiliation is other than Christian may be enrolled as students at the College.

Such children shall be enrolled on the understanding that they will be taught Christian beliefs and practices through Christian Studies classes and in other ways and that they will have to attend chapel but they may elect not to actively participate in Christian worship.

5. ADMINISTRATIVE REQUIREMENTS

5.1 Application

Parents and guardians seeking to enrol their child at the College shall apply in accordance with instructions set by the Head of College. Successful applicants shall receive in writing, an offer of enrolment in the College.

5.1.1 Disclosure of Relevant Information

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

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

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.

9. School Policies

‘Educating the whole person for the challenges of a changing world’

All Saints' College is a Christian coeducational day and boarding school in the Anglican tradition. The College seeks to:

- Foster academic achievement, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurture spiritual awareness and maturity in a family environment that welcomes people of all faiths;
- Develop confidence, integrity and respect for oneself and others through participation in a range of physical and cultural experiences;
- Encourage independence, responsibility and self-motivation in a challenging but caring environment; and
- Prepare students to become articulate and valued participants in the local and global community.

A. Policies for Student Welfare

To ensure that all aspects of the College’s mission for providing for a student’s welfare are implemented the following policies and procedures were in place (or developed) during 2006:

Policy	Changes in 2006	Access to full text
<p><u>Child Protection Policy</u> encompassing</p> <ul style="list-style-type: none"> • definitions and concepts • legislative requirements • responsibilities • reporting and investigating “reportable conduct” • investigation processes • documentation <p><u>Child Protection Protocol</u></p> <ul style="list-style-type: none"> • prevention strategies 		<p>Full text in</p> <ul style="list-style-type: none"> • Staff Handbook • Council Policy Manual
<p><u>Campus security</u></p> <p>Rule on Attendance and Leave</p> <p>Protocol on locating missing students</p> <p>Rule on Visitors</p> <p>Emergency procedures</p>		<p>Full text in staff handbook</p>
<p><u>Harassment</u></p> <p>Policy on Harassment encompassing</p> <ul style="list-style-type: none"> • definitions • reporting • investigation • penalties <p>Protocol for dealing with harassment</p> <ul style="list-style-type: none"> • prevention • action <p>Rule on Bullying</p>		<p>Full text in Staff Handbook</p> <p>Relevant text in Student diary</p>

Policy	Changes in 2006	Access to full text
<p><u>Pastoral Care</u></p> <ul style="list-style-type: none"> • the pastoral care system • availability of and access to special services such as counselling • school clinic • homework and study <p>Critical incident policy</p>		<p>Full Text on Website</p> <p>Relevant text in Student diary</p> <p>Full text in Council Policy Manual and with team members</p>
<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. 		<p>Full text on Website</p> <p>Student Diary</p>

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

- The Staff Handbook
- Excerpts in The Student Diary
- The Student Handbook

Policy	Changes in 2006	Access to full text
<u>Student conduct</u> <ul style="list-style-type: none"> • Behaviour • Interpersonal behaviour • Behaviour in class 		Full text in Council Policy Relevant text in Student diary
<u>Student Discipline</u> <ul style="list-style-type: none"> • Philosophy • Misbehaviour • Penalties for Misbehaviour • Parental notification • Rules 		Relevant text in Student diary Full text in Council Policy

B. Policies for Complaints and Grievances Resolution

To ensure that all complaints and grievances would be heard the following policies and procedures were in place (or developed) during 2006:

Policy	Changes in 2006	Access to full text
<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 		Full text on Website Student Diary Staff Handbook

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. Forums such as Parent and Friends Meetings and Boarding Parents meetings provide an avenue for complaints and grievances.

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 Staff Handbook.

10. School determined improvement targets

Achievement of priorities for 2005

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Ensure all programs and documentation are prepared for Board of Studies registration and accreditation 	<ul style="list-style-type: none"> After receiving registration for maximum period in 2004, we have moved to further improve documentation in line with new requirements for registration/accreditation
	<ul style="list-style-type: none"> Further development of Learning Support 	<ul style="list-style-type: none"> Learning Support teacher continued to be employed 3 days per week. Employment of part time teachers' aide
	<ul style="list-style-type: none"> Further development of Gifted and Talented Programs 	<ul style="list-style-type: none"> Continuation of Independent Learning Centre, staffed at 0.6 fte
	<ul style="list-style-type: none"> Review of curriculum offering 	<ul style="list-style-type: none"> Initial investigation of a new Stage 5 elective structure Dance offered as an elective for 2006
Student achievements	<ul style="list-style-type: none"> Maintain highly effective and cooperative teaching and learning environment as evidenced by continued excellence in HSC results 	<ul style="list-style-type: none"> HSC results best in region: 54 Band 6 or 12.71% of exams sat First in the state in Hospitality Second in the state in Geography
	<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
Student welfare	<ul style="list-style-type: none"> Employ qualified and experienced Counsellor 	<ul style="list-style-type: none"> Counsellor has continued to work 3 days per week

Staff development	<ul style="list-style-type: none"> Train more staff in THRASS (Teaching method that explicitly teaches linguistically correct phonics) 	<ul style="list-style-type: none"> A further 3 Junior School staff received training in THRASS in 2005. Three of the 7 Junior School staff trained in 2004 received follow-up training in 2005.
	<ul style="list-style-type: none"> Increase awareness of individual differences of students and how to cater for them 	<ul style="list-style-type: none"> In-servicing of whole staff with regard to Learning Problems – identification and strategies, by Development psychologist

Priorities for 2006

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> Increase staff use and understanding of ICT 	<ul style="list-style-type: none"> Staff trained and used as trainers in the use of new programmes and resources
	<ul style="list-style-type: none"> Further development of Gifted and Talented Programs 	<ul style="list-style-type: none"> Increased use and staffing of the Independent Learning Centre
	<ul style="list-style-type: none"> Review of curriculum offering 	<ul style="list-style-type: none"> New elective structure prepared for offering in 2007 Dance offered as an elective in Year 11 for 2006 and Year 12 for 2007
Student achievements	<ul style="list-style-type: none"> Maintain highly effective and cooperative teaching and learning environment as evidenced by continued excellence in HSC results 	<ul style="list-style-type: none"> 53 merit listings (marks of 90% or more in a course) Over one third of all students received a merit listing Around 20% of students achieved a UAI over 90
	<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
Student welfare	<ul style="list-style-type: none"> Employ qualified and experienced Counsellor 	<ul style="list-style-type: none"> Counsellor has continued to work 3 days per week. Focus on proactive interventions rather than just reactive
	<ul style="list-style-type: none"> Provision of a safe environment for students 	<ul style="list-style-type: none"> Increase in use of 'experts' to inform students of social issues

Staff development	<ul style="list-style-type: none"> Continue expansion of Thrass 	<ul style="list-style-type: none"> Further staff in-service in 2006
	<ul style="list-style-type: none"> Increase awareness of individual differences of students and how to cater for them 	<ul style="list-style-type: none"> In-servicing of whole staff with regard to Individual difference
Facilities and resources	<ul style="list-style-type: none"> Review of capital Masterplan 	<ul style="list-style-type: none"> Opinions sought from community to help decide capital priorities for 2007

11. Initiatives promoting respect and responsibility

The school wants all students to recognise that they are valued and the centre of the school community. Our mission statement aims to engender self respect, mutual respect and responsibility in a number of areas.

Respect for Individuals

A number of educational programs were organised in 2006 as part of the College's Pastoral Care Program focusing on respect for one's self and for others. The Celebrate Safely program focused on the care for friends when socialising and the Brainstorm Theatre presented productions based on reducing bullying and respect for others. The school Counsellor also worked with students to promote harmony and respect within peer groups.

Respect for the Community

All Saints' College is set in a regional rural community and prides itself on having strong local links. The school promotes interaction with as many local organisations as possible. A sample of the school's respect for the community includes supporting social service activities such as Red Shield Appeal, Legacy, Daffodil day and Red Nose day. A group of students were also involved in providing services for the Bathurst Volunteers.

A major focus for a small group of students was membership of the Bathurst Youth Regional Council. These students meet regularly to plan and promote activities for the youth of Bathurst under the auspices of the Bathurst Municipal Council.

The College also participated in Anzac day ceremonies at Bathurst and outlying centres.

Respect for the Environment

During 2006, All Saints' College was involved with Greening Bathurst, Conservation Volunteers and Simplot in a reforestation program on the banks of the Macquarie River. The saplings that were planted were grown by students in our agricultural sheds.

Students also participated in Clean Up Australia and programs initiated by the Bathurst Regional Youth Council.

12. Parent, student and teacher satisfaction

Parents play an important and vital role in All Saints' College. Their participation is welcomed throughout the College, in particular through the Parents and Friends Association. The Junior School sub-branch meets twice a term and deals primarily with Junior School issues. Items for discussion routinely include uniform, facilities and fund-raising. Friend-raising is also a focus for this group. The Boarding P&F meets 3 times a year. They are focused on improving facilities and opportunities for the boarding community. They regularly donate money to each boarding house and often have working bees particularly with regard to the Agriculture facilities. The main P&F group meets 3 times a term and is concerned with whole school issues. They have been fundamental in raising money for items such as portable grandstands and shade cloth and are in continued dialogue with regard to the food provided to our students. Their focus towards the end of 2006 and extending into 2007 is the refurbishment of the dining room. Parents volunteer their assistance in many parts of the College – for example in sport and the Junior School. Our parents are our major advocates in the community – encouraging others to enrol their children at the College.

The College has a strong pastoral care system which provides students with the opportunity to develop skills in areas such as resilience, communications, resisting peer pressure and coping with difficult situations. They were provided with opportunities to participate in sessions with visiting experts.

During 2006, students, staff and parents participated in a review of the executive structure of the College. Using the comments received, a new executive structure for the College was developed. This increased the focus on pastoral care and discipline in the College. Particularly in response to staff comments, extensive role descriptions were developed for all promotional positions.

An 'open door' policy ensures that parents, students and particularly staff have easy access to the Head of College. In addition to this, teaching staff meet 3 times a week. They also have a Staff Association and Union Chapter.

13. Summary of financial information

